POLICY AND PROCEDURES

For Promoting positive attitudes, values and behaviours

RESPONSIBILITY: School Leadership Team (SLT)

EVALUATION: ANNUALLY
The Royal School Wolverhampton

At The Royal School Wolverhampton we are committed to supporting each other. Our core values underpin how we relate together. Our 5 core values are trust, respect, initiative, community and risk along with over-arching inclusiveness.

All stakeholders at The Royal Wolverhampton School believe that effective behaviour management is essential if a climate for learning is to be achieved where teachers can teach and children can learn to the best of their ability. Positive behaviour management is based on respect for the individual, a balance of rights and responsibilities together with a fostering of a sense of community for all those involved.

All staff recognise that a positive, safe and healthy ethos is a consequence of high expectations and mutual respect where rewards and sanctions are firmly and fairly applied.

Executive Summary

Purpose

- To provide a positive, safe and healthy school ethos
- To provide a safe and secure learning environment
- To present a climate for learning and teaching effectively
- To establish boundaries for learning and social development
- To maintain consistency of practice and experience for everyone
- To be enabling and positive rather than punitive and reactive
- To seek to eliminate bullying for victims, bullies and their families

Rationale

- To raise the expectations of all pupils and staff in a supportive, inclusive and tolerant environment
- To highlight the issues that may lead to bullying
- To provide support for all children and their families
- To maintain an effective learning environment
- To enable teachers to teach

Key Principles

- Overarching inclusiveness. Every child has the right to learn to the best of their ability
- No child has the right to disrupt, or interfere with, the learning of others
- All teachers have the right to teach
- All people have the right to be respected
- Respect has to be earned
- Sanctions/Consequences must be applied fairly, proportionately and reasonably; SEN and disabilities and the needs of vulnerable children, are taken into account.
- An effective policy and practices will minimise the incidence of bullying

Actions

- Use rewards and sanctions/consequences clearly and consistently
- Treat all children fairly and with respect
- Take all bullying problems seriously
- Investigate all incidences thoroughly
- Maintain incidence reports
- Ensure support is in place in line with policy
- Ensure action is taken to prevent further incidents

Related documents:
Curriculum Policy (including Learning and Teaching)
Policy for Inclusion
Policy for SMSC development
PSD policy
Home School agreement

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Introduction
This document is a statement of the aims, principles and strategies for positive behaviour at The Royal School.

The legal framework
Section 89 of The Education and Inspections Act 2006 establishes that governors must make, and from time to time review a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline and the well being of the children in their schools. This must be communicated to all children, school staff and parents. It also gives head teachers the ability to ensure that children behave when they are not on the school premises or under the lawful control of school staff and where unacceptable behaviour occurs outside school and impacts on the safety and well-being of the children in school and is reported to school staff it should be investigated and acted on.

The Education and Inspections Act 2006 also provides for school staff to have a legal power to use reasonable force to prevent children from hurting themselves or others, from damaging property or from causing disorder.

Under The Children Act 1989 a bullying incident should be addressed as a child protection concern where there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm.

The Equality Act 2010 introduced a public sector Equality Duty with which school are required to comply. Schools are required to eliminate unlawful discrimination, harassment and victimisation.

Although bullying in itself is not a specific crime, under The Malicious Communications Act 1988 it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety.

The 2011 Education Act provides for head teachers and staff authorised by them to search children, without consent where they suspect children are in possession of certain prohibited items.

The policy is reviewed annually each Summer Term and the executive summary evaluated. The executive summary defines the outline of the document, its purpose, rationale, key principles and broad actions (aims) as well as Governors’ level of monitoring and evaluation of the effectiveness of the internal management and delivery of the policy and its practices.

The views of parents and pupils are sought through questionnaires and feedback following significant incidents.

Purpose
The purpose of this document is to:
- outline our commitment as a school community to promoting positive behaviour
- provide environments where learning and teaching are effective and create positive impact for the individual and the whole community
- give clear definitions of desirable and unacceptable behaviour
- outline relevant rewards and consequences (sanctions)
- provide a clear framework of procedures
- promote good and consistent practices in behaviour management

Aims
- To encourage a calm, purposeful, happy and safe atmosphere within our school.
- To develop a real understanding of personal rights and responsibilities.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To promote respect for all and an intolerance of poor behaviour, bullying and any form of harassment.

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- To promote increasing independence, personal behaviour management and self-regulation so that each child learns to accept responsibility for his/her own behaviour.
- To promote proper regard for healthy relationships, pupil to pupil; adult to pupil; pupil to adult.
- To reinforce the difference between right and wrong through healthy choices.
- To have a whole school, consistent approach to behaviour with parental cooperation and involvement.
- To agree boundaries of acceptable behaviour clearly and to ensure safety through an ongoing process of consensus around class and school codes and consequences.
- To raise awareness about appropriate and acceptable behaviour in a range of environments.
- To help pupils, staff and parents have a sense of direction and feeling of common purpose.

This document is written for the benefit of all members of the school community, for all to understand the policy of the school and to apply it consistently and fairly.

Principles

Underpinning our schools’, high-quality learning environments are our five core values of trust, respect, Initiative, Community and risk.

Roles and Responsibilities

Pupils’ responsibilities are:
- To know and follow the class and school codes of conduct
- To be organised - wear necessary kit, take letters home promptly, return reading books regularly, complete homework on time, keep homework in good condition
- Take more responsibility for their learning as they get older.
- Understand and regulate their own responses to their environment and relationships
- Develop and use skills to manage their feelings and emotions in an age-appropriate way.

Parents’ responsibilities are:
- to show an interest in all that their child/children does/do at school
- to be aware of and support school rules and expectations
- attend progress meetings, review meetings and assemblies
- to support all home learning activities
- to support the school’s framework for social education
- to support the school in implementing and maintaining the policy and the home-school agreement
- to provide a good example for behaviour at home
- to ensure good attendance (95%+) and punctuality at school
- to take family holidays outside term time.
- to support the school uniform guidance to keep school informed about any change in family/personal circumstance or behaviour of their child/children which may impact on their school experiences
- to accept responsibility for the conduct of their children at all times

Class teachers’ responsibilities are:
- To create a consistent and safe learning environment
- Teach positive behaviour through the language of choice
- To teach respect by treating children with fairness and consistency.
- To teach interpersonal skills by promoting positive, supportive relationships
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- To use consequences and sanctions clearly and consistently
- To liaise with pupils tutors, heads of house and where relevant the SENCO in order to update them on individual children’s needs.
- To monitor and address lateness and attendance in a supportive manner
- To keep a record of behaviour for children in their class who need additional levels of support.
- To actively support and monitor behaviour through any active IBPs

Middle leader’s responsibilities are:

- To provide clear leadership and support for the class teachers in implementing policy
- To liaise with and support staff
- To liaise and communicate with parents and the Inclusion Manager (as required)
- To contribute to the implementation of behaviour management systems
- To share good and effective practice.
- To uphold systems for dealing with behaviour issues.

Deputy Headteachers’ responsibilities are:

- To provide clear leadership and support for the school’s behaviour policy.
- To liaise with and support class teachers
- To liaise and communicate with parents and the Inclusion Manager (as required)
- To ensure the school’s policies and processes are being carried out consistently and to good effect.
- To foster, lead and sustain an atmosphere of positive relationships and effective communication.
- To share good and effective practice.
- To uphold systems for dealing with serious and persistent behaviour issues.

The SENCO responsibilities are:

- To liaise and communicate with staff and parents in line with the school’s system for behaviour management.
- Support the teachers in setting, reviewing and implementing IBP targets at review meetings.
- Access relevant external and additional resources in order to meet children’s more complex behaviour needs.

The Principal/Head teachers responsibilities are:

To ensure the health, safety and welfare of all children in the school by:

- Monitoring and implementing strategies which secure high standards of behaviour and attendance
- Supporting staff in the implementation of the policy
- Reporting to governors on the effectiveness of the policy
- Making informed decisions about fixed-term or permanent exclusions

Prefects, break and duty staff responsibilities are:

- To help to maintain a calm, safe and orderly environment throughout the lunchtime period.
- To build positive relationships with all children, treating them in a fair and consistent way.
- To liaise with the pastoral staff to keep up to date with individual children’s needs.
- To inform staff about any emerging and potentially serious relationship issues.

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- To inform class/form tutors if children have caused conflict or not shown respect for midday supervisors’ requests.

**Governors’ responsibilities are:**
- To work with the Head and staff in formulating, implementing and monitoring the behaviour policy
- To ensure the school’s behaviour policy promotes and achieves positive behaviour
- To support the Headteacher in the monitoring of attendance and exclusions of different groups of pupils including Looked After Children and those from ethnic groups.
- To form a Governors’ Discipline committee which meets on a regular basis
- To recognise the qualities and abilities of interviewees in following the requirements of the behaviour policy during the selection process.
- To give weight to the professional advice being offered by LA Officers and the Headteacher regarding exclusions and transfers
- To establish clear procedures for dealing with attacks on staff by pupils, members of pupils’ families and intruders.
- To take account of the physical requirements of maintaining behaviour when planning structural changes to the school and its environment

**What we do to encourage good behaviour:**
- Use some designated and planned class time to discuss and explore issues related to behaviour.
- Have clear expectations of good behaviour and positive attitudes – set shared and agreed boundaries and consequences, as devised, described and displayed in school and class codes.
- Discourage unsociable behaviour by providing mutual respect
- Encourage self regulation in all pupils - that is taking responsibility for their own actions and understanding and respecting others
- Set high standards of positive and healthy relationships in school
- Involve pupils in decision making by holding regular class and school council meetings
- Praise good behaviour both privately and publicly (through the school’s rewards systems)
- Be positive role models
- Offer guidance to children including praise and encouragement
- Offer a curriculum designed to motivate and engage each child
- Organise work areas strategically in order to facilitate independent working, safety and security
- Use assertive discipline techniques

**What we do to develop good partnerships with parents**
- Demonstrate inclusive attitudes and actions
- Offer regular, informal contact with teachers and ensure they are always accessible to parents before and after school
- Provide good communication channels including the use of the parent app.
- Highlight the role and effect of our Home School agreement
- Hold regular parents evenings.
- Plan programme of open days, productions and PTA fund raising events
- Provide an induction programme for children entering the school both at Year 7 but within the year which involves home visits, where necessary
- Produce a leaflet for new parents which outlines the schools behaviour policy and explains parents’ role in this

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Welcome other parental contributions such as organising resources, accompanying educational visits, providing transport for children and helping with extra-curricular activities.

Have a clear policy for children with additional needs which involves parents from the outset.

Put procedures in place for the monitoring of homework through the signing of their school planner.

### Actions for providing children with opportunities to discuss appropriate behaviour include:

- School councils meet regularly to raise and discuss whole school and/or specific issues
- A programme of Personal, Social, Health Education and Citizenship designed to promote mutual respect, self regulation and social responsibility in addition to work on relationships and feelings
- A programme of Religious Education which includes ethical and moral issues (see RE Policy)

### Unacceptable behaviour, including bullying

Although we aim to encourage good behaviour, we recognise that there is a need for sanctions to register the disapproval of unacceptable behaviour.

Sanctions discourage inappropriate behaviour but they do not teach new, more appropriate behaviours, so they must not be relied on too heavily. At all stages it is important to remind the child of the class and/or school rules/values and why what they are doing is unacceptable. Children must also be informed about the relationship between their behaviour and the likely consequences.

Individual members of staff use their professional discretion and will take into account particular circumstances when deciding upon the appropriate sanction. The child will always be made aware of a misdemeanour and given the opportunity to make amends, e.g. apologise to someone who has been hurt.

Please refer to appendix 1 sanctions- procedures for unacceptable behaviour.

Bullying is behaviour by an individual or group, usually repeated over time that willfully hurts another individual or group and makes them unhappy.

Bullying can be:

- Physical: pushing, hitting, kicking, punching or any use of violence
- Verbal: name-calling, sarcasm, making comments that are motivated by prejudice or actual or perceived differences on the ground of race, religion, gender, sexual orientation or because a child is adopted or has caring responsibilities
- Indirect (Emotional): spreading nasty stories or rumours, hiding or taking belongings, ignoring or excluding others from groups, making threatening gestures
- Cyber bullying: sending unwanted, abusive or threatening text messages, phone calls, emails, photographs or video clips or the use of the internet to humiliate

Prejudiced based language is also unacceptable and will always be challenged by staff.

Bullying does not include one off aggressive acts on the spur of the moment, retaliation or accidental hurt caused through thoughtless acts or words.

We will:

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- Take all bullying problems seriously, both of pupils and adults
- Investigate all incidents thoroughly
- Ensure that both victims and bullies are dealt with appropriately in line with this policy
- Keep written records of incidents, actions, outcomes
- Inform staff where a pupil is involved
- Inform appropriate staff where a member of staff is involved
- Ensure action is taken to prevent further incidents

**Actions may include:**

- Sanctions - see sanction plan
- Verbal and written apology from the bully to the victim and the family of the victim to reassure that such an issue will not happen again
- Inform parents of both bully and bullied
- Provide mentor support for victim and bully

The school’s complaints procedure (School Information) applies.

We want any child who feels they are being bullied to TELL someone. Children are encouraged to;
- Be proud of who they are
- Be assertive - saying ‘NO!’
- Walk confidently away
- Go straight to a member of the school staff
- Tell any adult they trust straight away
- Understand that staff will take them seriously and will deal with bullies in a way which will end the bullying and will not make things worse for them.

The Royal staff are committed to achieving our objective and will be vigilant in identifying possible cases of bullying. See appendix for signs to look for.

Staff on playground duty have a responsibility to patrol the area and be vigilant. All pupils, particularly pupils who are known to staff, must be in sight at all times. Duty staff can determine these roles themselves once duty teams have been agreed at the beginning of each year.

Any child reporting any of the bullying behaviours described must be listened to and both their class teachers told in order that key patterns can be established.

Children who suffer bullying actions must know that action is being taken against the bully and that we are supporting them and responding immediately.

We have an open approach to discussing concerns which must help to reassure pupils that they are not alone.

Our provision for PSHE in school will be proactive in setting high standards for dealing with relationships and friendships. Guidance and support will be available for dealing with difficult situations appropriate to the age and maturity of the children, also through our PSHE programme.
Rewards and Sanctions

Rewards

RSW - Behaviour for Learning – Rewards

R1. Verbal praise, recorded on classroom board

Expected contribution in House
- Bringing all equipment daily
- 100% attendance weekly
- 100% punctuality weekly
- Wearing uniform correctly

Expected contribution in class
- Following teachers’ instructions immediately
- Completing green pen responses correctly
- Successfully improving work based on teacher feedback
- Handing my homework in on time
- Listening to others when they are talking

Person responsible – All staff

R2. 1 Merit sticker

Expected contribution in House
- Contributing to an assembly
- Volunteering for an activity
- Contributing positively to form time

Expected contribution in class
- Leading a discussion in class
- Actively supporting others in their learning
- Asking questions about their learning
- Excellent and detailed self-assessment
- Leading the beginning or end of the lesson
- Encouraging others in class.
- Producing homework above expectation

Person responsible – All staff

R3. 2 Merit stickers

Optional extra - Praise card sent home

Expected contribution in House
- Supporting someone overcoming a challenging situation
- Representing School at a major event
- Voluntary community work
- 100% attendance for a term

Expected contribution in class
- Excelling in a significant piece of work
- Clearly revising well for tests/assessments so that good progress is made
- Consistently good progress between key assessment points.
- Encouraging others in class.

Person responsible – All staff
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R4. 3 Merit stickers
Optional extra - Phone call home
Congratulations by Head of House/Head of Faculty
- Involvement in community events
- Commitment to the student council
- Organising a charity event
- Showing resilience in completing a task
- Empowering the learning of others. E.g. assisting in the delivery of a lesson

Person responsible – SLT / ELT

After each half term, all merits will be counted and added to SIMs by the pupils tutor. This then contributes to:-

R5. Bronze Award
Certificate in House assembly
Uniform badge
- Reaching 25 merits

R6. Silver Award
Certificate in Chapel
Uniform badge
Skip the dining hall queue pass for you and a friend
- Reaching 60 merits

R7. Gold Award
Certificate in Chapel
Uniform badge
Skip the dining hall queue pass for you and two friends
- Reaching 80 merits

R9. Headteacher’s Award
Certificate in Chapel
Parents invited in for a meeting with the head teacher
Uniform badge
- Reaching 120 merits

R10. Governors’ Award
Letter from the Chair of the Board of Governors
- Reaching 160 merits

Congratulations postcards are sent by the teacher upon the advice of any member of staff. They are sent out at the end of each week to arrive during the weekend.
‘Star of the Week’ award is presented to an adult or class nominated pupil who, for whatever effort, achievement or event stands out from his/her peers. Names printed, weekly, in the newsletter.
Achievement certificates are presented at Prize day. These are on recommendation by staff, pupils and families for recognition of a child’s wider achievements as well as those attained within school.

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Sanctions

Procedures for unacceptable behaviour
It is vital that, when dealing with unacceptable behaviour, all staff focus on the action - not the individual - so that all pupils understand that it is the behaviour not the child that is unacceptable. Class and school codes are developed between adults and children at the start of each year, and this guides the children in making the right behaviour choices. Children who have Special Educational Needs may have their own systems for behaviour management, as appropriate to their needs. (See Inclusion Policy)

The structure of referral for unacceptable behaviour which is inconsistent with class or school standards and expectations is as follows;

Teacher Action (classroom)
Class teachers will apply the agreed procedures to positively manage any behaviour which is unacceptable or which hinders learning for the rest of the class and/or prevents effective teaching from taking place:

Within the class teachers will apply the following :-

Ask to stop
↓
Warn the pupil, referring to the class code
↓
move within the room
↓
remove out of the room

NB - Where necessary teachers have the authority to escalate this

Students will be given negative behaviour points for not adhering to the school’s code of conduct. These will be recorded electronically on SIMS and reported on the school gateway app as well as learning cycle reports.

Behaviour for Learning Consequences

C1. Verbal warning, recorded on classroom board
C1 = C2

- Eating in class
- Incorrect uniform
- Failing to follow teacher instructions immediately
- Talking when the teacher or anyone else is talking or explaining
- Poor presentation below standard of ability
- Planner not signed
- Getting up out of seats without permission.

Person responsible – Class teacher

C2. Written warning via planner, parent/carer signature required
(Possible community service or confiscation)
C2 = C3

- Not being prepared for lesson with correct equipment/planner/no PE kit
- Making negative comments about the activities in a lesson
- Putting head on desk/swinging on chair
- Not beginning work immediately
- Not working well in a pair

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C3. **20 minute break time detention,**

Person responsible – Class teacher

- Parent/carer contacted via SIMs app, HoF informed
- Shouting out at any point
- Disturbing others from their work by talking, tapping, messing etc.
- Putting others down and not being supportive
- Lack of revision/effort in assessments
- Dropping Litter
- Possession of items not permitted in school, or items forbidden in uniform policy.
- Failure to complete homework/classwork to required standard

C4. **40 minute lunch time detention,**

Person responsible – Class teacher and HoF. *Class teacher will conduct detention*

- Parent/carer contacted via telephone or email
- HoF informed
- Disrespectful behaviour
- Antagonising another student physically
- Any behaviour deemed to be bullying

C5. **60 minute after school detention**

Person responsible – HoF and HoH. *Detentions on an SLT and ELT rota*

- Formal warning from HoF, parent/carer contacted by HoF
- HoF informed
- Repeated refusal to follow instructions
- Truancy from Lessons
- Fighting
- Leaving the classroom without the teacher’s permission
- Arguing with the teacher
- Smoking within sight of the school buildings
- 30 minutes accumulated “late to lessons” during one week
- 3 x late to AM/PM registration per week.

C6. **Isolation**

- Formal Verbal/Written warning from HoH. Parent/carer contacted by HoH
- SLT Detention (Saturday morning)
- VP - CB informed
- Confrontation with staff
- Leaving school grounds without permission
- Attempting to gain access to restricted areas of the school IT network
- Deliberate damage to school property/premises
- Use of abusive and/or insulting language
- Cyber bullying

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- Not signing out

**Person responsible – HoF and HoH. Isolation organized by HoH**

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**C7. Internal suspension**

- [3 x C7 = C8]

  - Formal Verbal/Written warning from the Vice Principal,
  - Meeting with parents/carers with VP and Principal
  
  - Racist behavior/language
  - Causing injury to another student/reckless behavior
  - Indecent behavior

  **Person responsible – VP (CB) and Principal**

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**C8. Fixed term exclusion**

- [3 x C8 = C9]

  - Formal written warning from the Vice Principal
  - Meeting with parents/carers
  - Governors informed
  
  - Repeated or extreme behavior issues and non-adherence to school code of conduct
  - Complete refusal to follow staff instructions
  - Rude or aggressive behavior towards a member of staff

  **Person responsible – VP (CB), Principal and governors**

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**G9. Permanent exclusion**

- Extremely serious incident or persistent misbehavior which is adversely affecting the education of others.

  **Person responsible – VP (CB), Principal and governors**
Begin Behaviour Pathway:
(Please refer to documents in your Inclusions file)
DEFINE / IDENTIFY THE PROBLEM

GATHER PUPIL'S VIEWS

REFLECT ON OWN PRACTICE / LEARNING ENVIRONMENT

GATHER FURTHER INFORMATION
Informal meeting with parents
Record behaviours

FORMULATE AN ACTION PLAN

REVIEW / EVALUATE TEACHER’S ACTION PLAN WITH INCLUSION MANAGER

Decision made with Inclusion Manager about writing an IBP (Individual Behaviour Plan), leading to SEN Support. IBP to be evaluated in review cycle of SEN

APPENDIX 2

Class and School Councils

Each year group shall have two pupils who will be elected each year to represent their year on the School Council. Both levels of meeting are built into termly planning overviews to enable a close and effective system of communication in support of the work of the school; develop initiatives and deal with issues as they arise.

Each school councillor will represent their year in turn each term in order to keep the full School Council meeting to a manageable number.

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Each School council meeting will be chaired by a pupil except for the first one each year which will be lead by the Deputy headteacher.

An agenda is prepared prior to each meeting. This will be the responsibility of class representatives.

Minutes will be displayed on the council noticeboard, with copies to every class.

**Purpose**

- To meet regularly to consider issues raised at class councils or elsewhere in a ‘meeting’ format
- To raise issues of concern or development
- To support the ethos and climate of the school
- To support the aims and objectives of the school
- To provide real opportunities for pupils to participate in school improvement and sustainability.

‘Pupil Voice’ is also received through annual questionnaires across the school.

APPENDIX 3
Local Authority guidance and procedures are followed at all times. Any exclusion will depend upon;

- The actual behaviour
- Whether provocation was a factor leading up to the incident
- The severity of the action and whether the perpetrator was out of control or not.

An unprovoked attack will normally result in at least a 1 day fixed term, formal exclusion and will be reported to the Governors’ HR committee.

A reintegration meeting will take place with the child and family before re-admission to school. Support will also be provided for the child and the family of the child who was attacked.

**Our duty is to support all pupils –**

- some need greater support,
- some need less,
- some just need reminding.

For pupils deemed to require support that goes beyond the above procedures, additional procedures will be put in place in discussion with the class teacher (see Policy for Inclusion and associated procedures).

The confidential nature of such procedures ensures that the child and their families have the opportunity to work alongside school in a supportive and inclusive ethos in order that effective learning may resume. As a school we reinforce confidentiality at all times. The school takes account of DfE guidance and advice and seeks LA support in the delivery of consequences arising out of unacceptable behaviour.

Exclusion, a fixed term or a permanent exclusion.

A decision to exclude would only be taken after full consideration and for serious actions such as:

- Physical assault on another child or member of staff
- Behaviour which wilfully places another child or a member of staff at serious risk of harm
- Constant disruption to the education of other children where other interventions have had no effect
- Deliberate and wilful damage to school property or the property of others

The school will follow the most recent LA guidelines for exclusion.

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If exclusion is decided to be appropriate the consultation by Headteacher with Chair of Governors, LA and parent(s) concerned will be undertaken. Letters to all parties will confirm the decision and explain their rights of appeal.
Appendix 4 student SIMS behaviour log
**Routine for Dealing with a Complaint (or concern)**

1. **Record/referral**
2. **The Level of the complaint**
   - **Can I deal with this matter?**
     - Yes → **Inform Headteacher**
     - No → **Brief tutor and Head of house**
3. **Yes**
   - **Will it take longer than 24 hours to resolve?**
     - Yes → **Inform Chair of Governors and if necessary the LEA**
     - No → **Establish the facts**
       - **Consult with other members of staff if necessary**
       - **Decide on action to be taken**
         - **Draft letter to complaint**
           - **Headteacher to approve, sign and send letter**
         - **Implement action**
4. **No**
   - **Immediately send letter to confirm complaint and time likely to resolve**
     - Keep Chair of Governors and if necessary the LEA informed of position
6. **Agreement obtained?**
   - No → **Consult with people concerned**
   - Yes → **Decide on action to be taken**
     - **Confirm in writing to the complaint, copied to all parties concerned the action to be taken**
     - **Check actions have been carried out and are successful**
APPENDIX 5  
Use of Physical Restraint in the Management of Learning and Play

Legal Framework

All members of staff, in school, and adults who are temporarily in charge of children on an organised school visit, have a legal power to use reasonable force.

At The Royal Wolverhampton School we have regular and cyclical training provided by the LA in ‘positive handling and physical intervention’ through certification in ‘Team Teach’ techniques.

Physical contact may occur under many circumstances (e.g. physical prompts, providing comfort). Staff should not feel inhibited in providing such support. This guidance only applies to those incidents where a member of staff needs to restrain a child in order to keep another child/adult safe. Physical restraint should avert danger by preventing or deflecting a child’s action or perhaps removing a physical object which could cause harm to self or others. It is only likely to be needed if a child appears to be unable to exercise self-control of emotions or behaviour.

Aims

- To protect every person in the school community from harm.
- To protect all pupils against any form of physical intervention which is unnecessary, inappropriate, excessive or harmful.
- To provide adequate information and training for staff so that they are clear as to what constitutes appropriate behaviour and to deal effectively with violent or potentially violent situations.
- To give full support to staff who have been assaulted or have suffered verbal abuse from pupils or others.

Principles

- All staff need to be clear about how they can manage crisis situations competently, confidently and safely.
- We have an obligation to provide on-going training appropriate to these responsibilities.
- Restraint can cause injury and risk to those involved and must be avoided wherever possible. The successful and effective management of the learning and play environment is paramount and all adults must make a positive environment and climate their priority.

Risk Assessment

Although most children at The Royal Wolverhampton School will never require any form of physical restraint, staff may have to deal with some young people who exhibit disturbed, distressed and distressing behaviour. It is therefore necessary to carry out risk assessment.

We will attempt to reduce risk by successfully managing;

- the environment
- body language
- the way we speak
- the way we act

We will complete a risk analysis within the school and put in place strategies to minimise these risks in identified and ‘problematic’ areas of our school environment e.g. rotas for equipment use; securing areas as ‘out of bounds’ until changes have been made to secure safe play.

If we become aware that a pupil is likely to behave in a disruptive way we will plan responses e.g. behaviour audits, behaviour plans, involvement of family, involvement of SISS
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Procedures

All staff, with the responsibility to physically restrain (i.e. all teaching staff, I&D team and child specific assistants) will follow the procedures and strategies as delivered in training and described within our manuals and on the website.

Recording

Staff will record any incident of restraint on the agreed proforma and pass to the Headteacher.

Reporting

Incidents of restraint are reported to parents/carers and to Governors’ HR committee at the first meeting of each term, for the previous term.

Complaints

Any complaint or concern raised by an incident of restraint will be dealt with in line with our agreed and annually reviewed, Compliments, Concerns and Complaints Policy and procedures.
Appendix 6

The following signs may give an indication that a child is being bullied:

- Refusal or unwillingness to attend school or truancy.
- Feeling ill in the morning
- Deterioration in schoolwork and concentration levels.
- Withdrawal from social situations; refusal to socialize, start stammering
- Come home regularly with torn clothing, books destroyed or possessions lost
- Avoidance of certain children or activities e.g. not going to an after school activity
- Become distressed or anxious, have a loss of appetite or complaining of frequent stomach aches or feeling sick.
- Harsh self-criticism; holding persistent negative views of themselves e.g. ‘ugly’ ‘stupid’ ‘failure.’
- Personality change, moodiness, depression, or aggression.
- Sleeping difficulties or nightmares or bedwetting.
- Have unexplained cuts or bruises
- Attempts to change their appearance e.g. refusal to wear glasses or certain items of clothing.
- Angry outbursts, bullying behaviour towards a sibling, parent or friend.

These signs may possibly indicate bullying, but there could be many other reasons for these changes. Noticing these signs is a good starting point for talking to your child to find out more. Could there be something else bothering them? Have there been changes in your family, or other incidents that may have upset them? Opening up communication with them in a non-judgmental way is important whatever the reason.

What should I do if I think my child is being bullied?

- Bullying is a serious problem and can be very upsetting for both you and your child so it must be taken seriously.
- Bullying is frightening and children may find it hard to talk about being bullied or bullying others so it is important that you listen to your child calmly without interrupting and give them time to express their feelings, which may be different from your feelings as a parent. Talking about their situation and feeling listened to can lessen many of your child’s worries.
- Find time to sit down with your child to talk to them about how they are feeling
- Make a note of what your child says has happened, who was involved, how often the bullying has occurred and specific details of incidents, or ask your child to keep a diary. Give your child a say in how they would like the situation to be dealt with, but be clear that it is important the bullying stops and that the school will be involved if there are any further incidents
- Reassure your child that he/she has done the right thing to tell you about the bullying
- Make an appointment to see your child’s teacher in the first instance and as soon as possible. Give us any details you have in order that we can investigate the incident. If the incident involves cyberbullying, it is important that your child keeps a record of any text messages, emails or conversations that have taken place online wherever possible. Such records can further assist us in investigating the incident.
- Give us time to investigate the situation thoroughly and to respond to the situation in an appropriate manner. We will inform you of the outcome of the investigation
- In the meantime keep supporting your child.
- Encourage your child to continue attending school. This will help maintain any positive friendships your child has.
• Praise and encourage your child and explore ways in which you can empower and help them to build or re-build their confidence. This may be by undertaking a new activity or just spending more time together. This may help your child feel confident enough to deal effectively with any bullying they encounter in the future. Their increased confidence may also have the effect of dissuading other children from any attempt to bully your child.

What should I do if I think my child is bullying others?

• Talk with your child and explain that what he/she is doing is unacceptable, and makes other children unhappy
• Find out if there is anything that is troubling them and try to suggest ways to sort it out
• Explain that walking away from a situation where they can feel that things are getting out of hand is not a weakness
• Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want
• Show your child how he/ she can join in with other children without bullying
• Make an appointment to see your child’s teacher and explain the problems your child is experiencing as well as discussing how we can work together to stop him/ her bullying other
• Give your child lots of praise and encouragement when he/ she is co-operative or kind to other people
Royal Wolverhampton School
Bullying referral form

Name of person completing the form - Todays date –

<table>
<thead>
<tr>
<th>Name of pupil</th>
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<tbody>
<tr>
<td>House – Tutor</td>
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<tr>
<td>Date of incident</td>
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<tr>
<td>Name(s) of aggressors</td>
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</tbody>
</table>

How did you become aware of this situation?

Briefly describe what has occurred including when and where did the events occur

To be completed by HoH or CB

<table>
<thead>
<tr>
<th>Action</th>
<th>Timescale</th>
<th>Name and position of person responsible</th>
<th>Date action completed</th>
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### Use of Force or Restraint - INCIDENT RECORD

<table>
<thead>
<tr>
<th>Pupil details:</th>
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<tbody>
<tr>
<td>Date, time, location of incident:</td>
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<tr>
<td>Names of staff and adults involved (directly or as witnesses)</td>
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<tr>
<td>Details of other pupils involved (directly or as witnesses), including whether any of the pupils involved were vulnerable for SEN, disability, medical or social reasons:</td>
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<tr>
<td>Description of incident by staff involved, including any attempts to de-escalate and warnings given that force may be used:</td>
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<tr>
<td>Reason for using force and description of force:</td>
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<tr>
<td>Any injury suffered by staff or pupils and any first aid and/or medical attention required:</td>
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<tr>
<td>Reason for making a record of the incident:</td>
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<tr>
<td>Follow-up, including post-incident support and any disciplinary action against pupil(s):</td>
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<tr>
<td>Any information about the incident shared with staff not involved in it and external agencies:</td>
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</tr>
<tr>
<td>When and how those with parental responsibility were informed about the incident and any views they have expressed:</td>
<td></td>
</tr>
<tr>
<td>Has any complaint been lodged? Do not include details here.</td>
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</tbody>
</table>

Headteacher: ............................................. Date: .............................................
SCREENING, SEARCHING AND CONFISCATION

The head teacher and staff authorised by the Head teacher have a statutory power to search children, or possessions, without consent where they suspect the child has a “prohibited item”. Prohibited items are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Parents may be informed and the incident will be logged. Where weapons or controlled drugs are found, the police may be informed.

DEALING WITH ALLEGATIONS OF ABUSE AGAINST TEACHERS AND OTHER STAFF

Children that are found to have made malicious allegations against teachers and other staff, are likely to have breached our behaviour policy and sanctions will be applied.