



PHILIPS HIGH SCHOOL

POLICY ON

PROMOTING POSITIVE BEHAVIOUR & ATTITUDES

Introduction

This policy is written in compliance with Section 89 of the Education and Inspections Act 2006.

All stakeholders at Philips High 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. The school is committed to providing an environment where all people can feel safe, happy, accepted and integrated. It is important that an orderly framework should exist within the school to ensure that effective teaching and learning can take place.

Aim

At Philips High School we are committed to supporting each other. Our core values underpin how we relate together. **Our core values are; Success, Together, Aspire, Respect (STAR).** The aim of the policy is to determine the boundaries of acceptable and unacceptable behaviour, the hierarchy of rewards and sanctions and how they will be fairly and consistently applied. 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.

The school aims to use a restorative practice approach when dealing with pupil behaviour. This will involve further discussion around relationships.

Governors Responsibilities

- To agree a written policy on behaviour management.
- To support the Headteacher and staff in maintaining high standards of discipline.
- To offer advice and guidance and, where appropriate, to meet with parents/carers to discuss strategies.

Parent/Carer contact

The main point of contact for most parents/carers is the form tutor. Staff will communicate with parents/carers as or when required. The Head of Year (HoY) and Senior Leadership Team member (SLT), will also be involved in communicating with parents and carers.

Contact Telephone numbers:

Up to date contact details are vital; please help us to help you and your son/daughter by making sure we always have an up to date home and email address, plus a second contact – if we don't, then something important may be missed.

Non-negotiable Equipment

Lack of equipment will be monitored daily in form time and monitored by the form tutor.

- PE equipment to be brought for all PE lessons and practices
- Technology equipment when requested
- A geometry set (pen/pencil/ruler/protractor/compass) and a scientific calculator
- Planners, reading book, exercise books, school bag

Seating Plans

All staff will design a seating plan for each class. Pupils must comply with the seating plan, which may be amended at any time at the discretion of staff.

Uniform Policy – see separate Uniform Policy

All pupils must wear correct uniform as per our uniform policy. Staff will check full school uniform regularly. For persistent uniform issues, sanctions are to be applied and communicated home (phone/email/logged on SIMS and/or text).

Restorative Practice

Restorative approaches encourage pupils to think about how their behaviour has affected others. It helps pupils to develop respect, responsibility and honesty. Restorative practice is all about repairing damage to relationships. It also represents a positive step forward in helping all pupils to learn to resolve disagreements, take ownership of their behaviour and engage in acts of empathy and forgiveness. We will endeavour to separate the deed from the doer, showing that we do care and listen. Staff will have restorative conversations with pupils when issues arise and if the issues persist then restorative meetings or conferences will take place in order to repair relationships and support improvements in behavior and attitude.

Use of praise / rewards

Pupils can gain achievement points for showing positive attitude and behaviour, excellent work and Independent Study.

- **Rewards System:**
- **Achievement points**
- **Achievement assemblies**
- **Rewards assemblies**
- **Attendance assemblies**
- **Departmental rewards systems**
- **Attendance**
- **Punctuality**
- **Rewards trips**
- **Star Awards**

Responses to Misbehaviour

Consequences are only effective if used rarely, appropriately, consistently and following discussion with the pupil. If rewards are normally given, the withdrawal of these rewards is an effective sanction for most pupils. Confrontation is rarely an effective way to solve a problem. We have adopted a restorative approach to dealing with issues where a breakdown in relationships has occurred.

Consequences and support examples include:

- Restorative Practice meetings
- Warnings given to the pupils.
- Detention after school, see the detention system in the appendix (appendix 1) – **please note, the school operates a no notice detention system for one hour after school. In years 9 to 11, pupils who are given an independent study detention, will have the detention for one hour (see the Independent Study Policy). Pupils in years 7 and 8 will have a 40 minute detention. Link:** <https://www.philipshigh.co.uk/wp-content/uploads/2023/08/INDEPENDENT-STUDY-POLICY-2023.pdf>
- Community service
- A report system (on report to either subject teacher, form teacher, Head of Year (HoY) or SLT)

- Behaviour/attendance contract
- Attendance and punctuality support systems, improving my punctuality and Attendance improvement support (see the attendance policy)
- Individual intervention plans (IPs) via SEN
- HoY intervention
- Isolation and Internal suspension (see the behaviour ladder, appendix 2). In both cases, pupils need to hand over their phones at the beginning of the isolation/internal suspension.
- Pastoral support plans
- Meetings with the governors
- Fixed term suspensions
- Permanent exclusions
- On line learning to support learning if required

In addition to the above the Headteacher may:

- Impose a temporary fixed term suspension from school and require attendance from the 6th day onwards with a provision determined by the school so that the pupil's education may continue.

Other preventative measures to school exclusion

If a pupil continues to struggle to manage their behaviour in this educational setting, then an '**off-site direction**' could be used in order to support the improvement in their behaviour. This could be in another mainstream educational setting, such as another school. This off-site direction would be arranged on a temporary basis and would be reviewed regularly. The pupil would remain on our school roll and would be coming back to this school after the intervention period has taken place.

A '**managed move**' can be requested by the school with the consent of parents/carers. The managed move, once arranged, would be on a permanent basis and could be used as a preventative measure to avoid exclusion or suspension.

For further government guidance information:

<https://www.gov.uk/government/publications/school-exclusion>

Bullying

Bullying is defined as repetitive, on purpose and intentional, it can be by one person or a group of people. When part of a group, the person(s) may not say or do anything but are still associated with the bullying by association.

The main types of bullying are:

- Physical (hitting, kicking, theft)
- Verbal (name calling, racist remarks)
- Indirect (spreading rumours. Graffiti about the person, excluding them from social groups)
- Cyber (any form of bullying that takes place online or through smartphones or tablets. It can include, but is not limited to, harassment, denigration and suspension)
- Homophobic, biphobic and transphobic bullying
- Sexual harassment/sexual bullying

All staff must be alert to signs of bullying and act promptly and firmly against it in accordance with the school behaviour policy.

Responses to bullying

Incidents will be dealt with by a member of staff or the HOY. Appropriate consequence and/or interventions will be put in place. All incidents will be recorded and followed up. Parents/carers will be kept informed. On-going support will be offered to the pupils involved, restoring self-esteem and confidence. Pupils will have a restorative practice meeting led by a member of the Pastoral Team. (see appendix 4)

Child on child abuse

Child on child abuse can take on many forms. There can be physical and verbal, sexual violence, racial and LGBTQ+ incidents. We have a zero tolerance of these forms of abuse. Each incident is on a case-by-case basis and the following Sanctions and Intervention table should be used to support decisions. (see appendix 5)

Child on child abuse (physical/verbal/sexual/LGBTQ+ incidents) – sanctions and interventions		
Level of severity	Sanction	Intervention
Level one	Isolation – A,B then C	Meetings with parents, RP meeting, intervention meeting with the HoY, P2B
Level two	Internal suspension	Meetings with parents/carers, referral to outside agencies, SEN intervention
Level three	Fixed term suspension	Meetings with parents/carers, safety plan, further SEN intervention
Level four	Permanent exclusion	Local authority intervention and further outside agency intervention

The staff at Philips High School understand that a racist incident is ‘any incident which is perceived to be racist by the victim or any other person.’ Incidents could be physical assault, verbal abuse, graffiti, slogans, song lyrics, derogatory language, damage to personal property, or lack of co-operation in a lesson on account of another student’s ethnicity.

Each incident is dealt with on a case-by-case basis and the following sanctions and intervention table should be used to support decisions.

Racial Incident – Sanctions and Interventions		
Level of severity	Sanction	Intervention
Level one	Isolation	Detention, meetings with parents/carers, intervention meeting with the HoY
Level two	Internal suspension	Detention, meetings with parents/carers, referral to outside agencies
Level three	Fixed term suspension	Detention, meetings with parents/carers, safety plan, meeting with governors
Level four	Permanent exclusion	Local authority intervention and further outside agency intervention

All incidents should be logged on to sims using the appropriate categories by the HoY or SLT. The DSL will look at all concerns raised on CPoms and advise the appropriate member of staff.

Mobile On-line Device Policy

Mobile online devices, including phones and/or headphones/earphones etc, are only allowed to be used within the school premises, outside the building before 08:35 and break/lunch time. Use of the

mobile phone and/or headpieces, are restricted to outside the building only.

Mobile on-line devices are not to be used within any part of the school building at any time. If it is known that a pupil is or has used their mobile on-line device within the school building, then school staff will confiscate the on-line device.

Confiscated on-line devices will be handed to the school office and handed back to the pupil at 3:30 pm on the same day. Persistent offences result in the items remaining in the school office until parent/carer comes into school to collect.

Philips High School accept no responsibility for loss, theft, damage to on-line devices or any electronic device a pupil brings on to the school premises.

The law allows teachers to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. School staff also have the power to search without consent for 'prohibited items'.

Staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the school.

Searching

Further information, school follow the guidelines as below:

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

The school rules are that a pupil may not have certain items in their possession such as weapons, drugs, stolen items, fireworks etc, this is for reasons of health and safety. The law says that pupils can be searched, if we have reasonable grounds, without consent for any item that has been banned by the school rules as stated above. Searches without consent can be carried out on the school premises or if the pupil is on a school trip or training. If a pupil refuses to be screened or searched, the school may refuse to have the pupil on the premises. If the pupil fails to comply and the school does not let the pupil in, the school has not suspended the pupil and the pupil's absence will be treated as unauthorised. The pupil should comply with the rules and attend.

Weapons

There are concerns nationally regarding young people being in possession of offensive weapons and the dangers that they present.

Pupil and staff security is one of the key concerns of the Governing Body and as such the Governors' have a duty of care towards pupils and employees of the school.

DEFINITIONS

"Offensive Weapon"

The **definition** of an **offensive weapon** is any article made or adapted for use for causing injury to the person, or intended by the person having it with him for such use by him, or by some other person. (N.B. this **definition** includes a disguised knife) – Prevention of Crime Act 1953.

ASPECT 1 – PUPILS IN POSSESSION OF AN OFFENSIVE WEAPON

To be found in possession of an offensive weapon is a breach of the law. It also represents whether there is intent, admitted or not, a potential danger within the school and to everyone associated with the school. It will be the Governors' policy if a pupil is found in possession of an offensive

weapon, that they will be:-

1. Permanently excluded from the school with the school will cease/Alternative Provision will be sought.
2. Simultaneously the matter will be referred to the police/ child services with a view to prosecution under the laws regarding offensive weapons.

Extenuating circumstances will be taken into consideration when deciding whether a permanent exclusion will follow – this will be at the discretion of the Headteacher.

ASPECT 2 – THREATS MADE INVOLVING OFFENSIVE WEAPONS IS AN OFFENCE UNDER THE LAW.

This is psychologically very damaging particularly to young people as it creates uncertainty and mental trauma. Any threat issued regarding the use of an offensive weapon will be taken very seriously. Any threat made while the person is in possession of an offensive weapon will automatically result in permanent exclusion/alternative provision and again will be referred to the police with a view to prosecution.

ASPECT 3 – THREATENING BEHAVIOUR INVOLVING AN OFFENSIVE WEAPON THROUGH A THIRD PARTY.

Harassment and/or threatening behaviour involving, or through a third party, is an offence under the law. Anyone associated with the school who makes a threat of violence involving an offensive weapon through a third party will automatically be permanently excluded/alternative provision. The matter will also simultaneously be referred to the police with a view to prosecution.

ASPECT 4 – THE GOVERNING BODY'S ATTITUDE TO RECEIVING PUPILS WHO HAVE BEEN EXCLUDED FOR VIOLENT OR THREATENING WITH AN OFFENSIVE WEAPON OR AN ITEM THAT COULD BE USED TO CAUSE PHYSICAL DAMAGE.

- The Governors again assert their position of the health and safety of anyone associated with the school is of paramount concern under the auspices of duty of care.
- The Governors wish to re-assert their view that while inclusivity is a much valued concept, that they also believe that inclusion means that if it is valued, suspension or alternative provision with other providers must be a penalty for inappropriate behaviour.

Bearing these two issues in mind the Governing Body feel that when the school is asked to take a pupil who has been excluded from another school or has a record that involves the possession/use/or threats of use of an offensive weapon, they wish to take the following position.

1. The Governing Body is not prepared to allow into school automatically a pupil permanently excluded or with a record of temporary suspensions for possession or making threats of violence involving an offensive weapon and/or an object, which could cause damage.
2. The Governors believe in the best interests of the Health & Safety of all associated with the school, such pupils should have a period out of school and be the responsibility of an agency whose aim is to adjust the pupil's behaviour.
3. The Governors will support the headteacher in refusing to take any pupil who he/she considers, based on their record, to be a threat to the health and safety of pupils in the school, not least if an attempt has been made by another agency to modify that behaviour.
4. Once the headteacher and Governors of the school have been satisfied through meetings with the aforementioned agencies that the pupil is ready to be returned to school and does not present a health and safety risk, they will allow a pupil into school initially on a trial basis of half a term. During this time should any of the previous behaviour be repeated, they will automatically be returned to the agency that has been dealing with them.

5. Should any pupil be allowed into the school that has a record of violence, and that behaviour repeat itself, they will automatically be excluded or sent to alternative provision.

Suspensions and Permanent Exclusions

Suspension is a serious sanction imposed by the school. Following a suspension there will always be a reintegration meeting to discuss the behaviour incident and identify next steps which may include restorative work, monitoring and interventions. It is not appropriate for students to return to school without a reintegration meeting and the school will liaise closely with parents/carers so that any additional time out of lessons can be avoided.

In extreme circumstances of persistently disruptive behaviour or very serious one-off misdemeanours, the Headteacher may consider the option of fixed term suspension or permanent exclusion. One-off misdemeanours that may warrant a fixed suspension might include rudeness and defiance to staff, criminal damage, inappropriate sexual behaviour, racism or other discriminatory behaviour, the handling of stolen goods, theft, the handling or use of illegal substances and violent conduct. For the first 5 days of any suspension it is the parents' responsibility to ensure that their child is not found unsupervised in a public place. Academic work will be provided.

Permanent exclusion will be used in the rarest of circumstances and will, as a matter of policy, be in keeping with the advice issued by the DFE.

Appendix

Appendix 1 – The detention system

Appendix 2 – Steps for sanctions and intervention strategies

Appendix 3 – the tiered system for intervention

Appendix 4 – The bullying allegations protocol

Appendix 5 – Response Flowchart to Child on child Abuse



DETENTION SYSTEM

Appendix 1

The system will be run via the data management system 'SIMS'. Parents/Carers will have access to their child's behaviour data.

In the Classroom

1 Warning	Verbal by Teacher
1 Behaviour Point	Teacher logs a behaviour point and informs pupil
Behaviour Continues	Teacher discreetly presses the alert button on SIMS – SLT on call alerted

Behaviour is monitored from the beginning of period 5 to the end of period 4.

Report is sent out by email before period 5. Period 5 teachers **MUST** tell the pupils during the lesson the length of their detention/consequence.

1 Behaviour point	=	warning by form tutor – speak to them about their behaviour – if concerned – phone home & log
2 Behaviour points	=	20 minute detention
3 Behaviour points	=	40 minute detention
4 Behaviour points	=	60 minute detention
5 Behaviour points	=	60 minute detention + SLT break detention – Next Day
6 Behaviour points	=	60 minute detention + SLT break & lunch detention – Next Day

Missing Detentions

If pupils miss detentions then they will follow the following process:-

- They will be placed in Isolation at break and lunch with SLT
- If they fail to attend the detention again or they fail to turn up for their break and lunch detention they will be isolated the following day with SLT in an Iso A plus spending their social times with SLT. The pupil will still do a 60minute detention. Any additional Behaviour Points the time will be added up to 2 hours.
- If they fail to attend the detention again following this then the Isolation will be upped to Iso B then Iso C. The pupil will still do a 60minute detention (plus any additional points).

During Detentions

During detentions pupils are expected to complete work. This might be work given by the staff member who set the detention or other work that the pupil has been provided to complete. **Also, teaching staff are expected to speak to the pupils they have issued a behaviour point to if they have been placed in detention. This is to be in the form of a restorative practice.**

Further to the number of Behaviour Points

In addition, pupils will be moved up the behaviour sanctions ladder if there are on-going behavioural issues.

Independent learning detentions

Pupils who fail to complete their independent study will be given a detention. Years 7 and 8 have a 40minute detention and years 9 to 11 have a 60minute detention.

Please note, if your child is given a detention then the detention will be given for the end of that school day. School do not have to give notice for detentions that are up to an hour.

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Appendix 2 Behaviour Ladder

Behaviour Sanction Ladder		
Level	Sanction	School action
1	Isolation A (Periods 1, 2 & break)	Meeting/phone call with parent/carer with HoY
2	Isolation B (Periods 1 to 4, break & lunch)	Meeting with parent/carer with HoY
3	Isolation C (All day)	Meeting with parent/carer with HoY
4	1 day internal suspension (letter sent home)	Meeting with parent/carer with HoY
5	2 day internal suspension (letter sent home)	Meeting with parent/carer with HoY
6	3 day internal suspension (letter sent home)	Meeting with parent/carer with HoY/SLT link
7	1 day fixed term suspension (letter sent home)	Meeting with parent/carer with HoY/SLT link
8	2 day fixed term suspension (letter sent home)	Meeting with parent/carer with HoY/SLT link
9	3 day fixed term suspension (letter sent home)	Meeting with parent/carer with HoY/AHT or DHT
10	5 day fixed term suspension (letter sent home)	Meeting with parent/carer with HoY/DHT or HT
11	10 day suspension – 5 days education off site. (letter sent home)	Meeting with parent/carer with HoY/HT
12	Permanent exclusion (letter sent home)	Meeting with Governors/HoY/HT
The Head Teacher reserves the right to issue a sanction to a pupil which does not follow the behaviour ladder if significant behaviours have been displayed by a pupil depending on circumstances that have been presented.		

Please note that pupils who are struggling to manage their behaviour have access to intervention.

Appendix 3

Bury Partnerships – the Tier System

Tier One – behaviours are low intensity and/or low frequency. Needs can be met by teachers, support staff and pastoral staff

Behaviours exhibited	Possible reasons underlying the behaviour	Interventions
<ul style="list-style-type: none"> • Behaviour that distracts others from completing work • Avoiding work • Destroying work or equipment • Poor quality or unfinished work • Unable to cope with challenge • Occasional temper outbursts • Playing the 'class clown' • Silly behaviour • Not following the rules • Little or no enthusiasm • Outside class incidents • Bullying • Language and/or inappropriate behaviour • Blaming others • Lying • Occasional aggressive behaviour • Inability to make friends • Don't take responsibility for their own actions 	<ul style="list-style-type: none"> • Finds work too easy or too difficult • Low expectations of themselves • Don't value their own achievement • Poor relationships between pupils and adults • Seating arrangements • Lack social skills • Lack emotional skills to express their feelings • Family issues outside of school • Target or perpetrator of bullying • Peer issues in and out of school • Abuse, harm or neglect • Impact of social media • Speech and language difficulties • Health related causes 	<ul style="list-style-type: none"> • Needs instructions differentiating • Support in class from the class teacher • Support from the form tutor • Consistent rules and routines • Seating plans • Roles and responsibilities given • An agreed picture of what it looks like when it is right • Differentiation of tasks • Use of rewards • Support with self-esteem • Restorative approaches • Regular praise and encouragement • Pupil discussion and acknowledgement of their feelings • Opportunities to talk • Look for emerging patterns of behaviour • Support from in school services e.g. Place2Be

Tier Two – increasing in frequency and/or intensity. Needs can be met within school but with some additional targeted support

Behaviours exhibited	Possible reasons underlying the behaviour	Interventions
<ul style="list-style-type: none"> • Difficulty in functioning properly without close adult direction/support • Bullying behaviours • Non compliance • Deterioration in self-care • Poor attitude to learning and work • Unresponsive • Aggressive • Continually violates the rights of others • Frequent use of inappropriate language 	<ul style="list-style-type: none"> • Finds the work too easy or too hard • Low self-esteem • Failure to recognise or value their own achievement • Poor relationships with pupils and/or staff • Lack social skills • Lack emotional vocabulary to express feelings • Target or perpetration of bullying • Family issues • Over protected child – unable to develop their own identity 	<ul style="list-style-type: none"> • Differentiation of tasks • Differentiation of instructions • Look at seating plans • Report system • Support/intervention from the Head of Year • EHFSP initiated • Access to a mentor/adult support • Talk to the child • Child to talk to PCSO • Consider social care support • Consider referral to HYM • Support from Place2Be • SENCO support – IP and on SEN • Home school behaviour plan

<ul style="list-style-type: none"> • Regularly withdrawn or isolates from social situations • Low mood • Impulsive behaviours • Truancy • Poor progress • Unable to form stable relationships with others • Occasionally behaviours are serious enough to be given a fixed-term suspension • Some communication difficulties 	<ul style="list-style-type: none"> • Peer issues in or out of school • Child has caring responsibilities – young carer • Dysfunctional family relationships which impact on the child • Inconsistent relationships with family • Abuse, harm or neglect • Domestic violence • Slow speech and language development • Possible health issues 	<ul style="list-style-type: none"> • Parenting classes • Additional activities • Further advice sort at the SENCO partnership meeting
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Tier Three – more persistent, frequent and/or intense in nature. Needs cannot be met within universal services without additional specialist support

Behaviours exhibited	Possible reasons underlying the behaviour	Interventions
<ul style="list-style-type: none"> • Threatening behaviour, violence/aggression towards adults/peers • Persistent disruption leading to significant loss of education for self and others • Significant damage to their environment • Physical harm to self or others • Criminal activities in or out of school resulting in police involvement • Multiple fixed term suspensions and at risk of permanent exclusion • Truancy • Poor behaviour outside of school which brings the school into disrepute • Rapidly fluctuating moods • Symptoms of mental illness • Withdrawn socially • Inappropriate sexualised behaviours which put self or others at risk • Health or emotional wellbeing concerns/issues • Communication difficulties 	<ul style="list-style-type: none"> • Tasks too difficult or too easy • Low expectations • Failure to value their own achievements • Poor relationships with peers and staff • Inability to follow rules and instructions • Lack age-appropriate skills • Doesn't conform to rules • Target of bullying • Peer issues outside of school • Over protected child unable to develop own identity • Dysfunctional family relationships impacting on the child • Child is subject to a CP plan • Child has multiple carers • Child has significant caring responsibilities which impact on development • Child has been subject to significant loss • Disruption with the family home requiring professional intervention • Anti-social behaviour resulting in police involvement • Abuse, harm or neglect 	<p>In addition to Tier 2 responses</p> <ul style="list-style-type: none"> • Evidence of EHFSP and records of concern/referrals to children's services • Access to adult/mentor support • Talk to PCSO • Family support workers • HYM involvement • IP in place • Home/school behaviour plan • YOT/YISP involvement • Alternative provision or alternative strategies • Collection of evidence • Further advice sort at the deputy headteachers' partnership meeting

Tier Four – behaviours that present an extreme challenge to the child's infrastructures. Complex behavioural or emotional difficulties. Additional needs that haven't been resolved through intervention.

Behaviours exhibited	Possible reasons underlying the behaviour	Interventions
<p>In addition to the behaviours evident at Tier Three</p> <ul style="list-style-type: none"> • Permanently excluded or on the verge of • Behaviours posing a significant risk of suspension from all the child's existing environments • Behaviours which create a barrier to accessing support and intervention • Criminal behaviour in and out of school which necessitates police action • Violent behaviour • Reacting aggressively in social situations • Rapidly fluctuating moods which cause severe impact on health and wellbeing and which require therapeutic approaches • Prolonged or acute periods of emotional distress • Symptoms of serious mental illness • Inability to regulate emotions • Poor impulse control which puts self or others at serious risk • Self-neglect • Predatory sexualised behaviour • Frequent and determined absconding • Self harming • Withdrawal from activities in or out of school • Substance misuse • Dealing in drugs • Risk taking behaviours that put others at risk • Actual harm or threatened/attempted suicide 	<p>In addition to the reasons evident at Tier Three</p> <ul style="list-style-type: none"> • Diagnosis of emotional/ psychological health problems which meet HYM threshold • Diagnosis of physical, sensory or medical disorder • Moderate to severe learning difficulties • Diagnosis of ADHD, ASD or conduct disorder • Loss • Confusion over sexual orientation or LGBT • Target of severe/sustained bullying • Curriculum is inappropriate to meet the child's needs • Contributory within-family factors • Contributory within-community factors 	<p>In addition to the strategies evident in previous tiers</p> <ul style="list-style-type: none"> • Evaluated use of tier 3 strategies • PSP in place • Multi agency meetings take place • Professionals meeting • Requests for EHC assessment • IP • EP involvement • AP • Additional therapeutic support



BULLYING ALLEGATIONS PROTOCOL

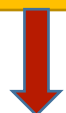
1. Incident of bullying reported to/witnessed by staff

Staff must speak to relevant Head of Year (verbal & email) to notify them of the incident to promote immediate response. Staff must record the incident on SIMS (but do not log as 'bullying' as HoY will record this after investigations).



2. Head of Year to Gather Information: ALL LOGGED ON CPOMS

- Speak to student who is feeling vulnerable – details of incident in writing.
- Written statement of what has happened in the student's own words.
- Who is involved (if known). Inc times/places/comments/type of bullying.
- Views of the potential victim – feelings/thoughts/how they would like it resolved.
- Contact potential victim's parent/carer with update.



3. Head of Year to take steps to resolve the matter : ALL LOGGED ON CPOMS

- Speak to any named/identified witnesses and take written statements.
- Speak to alleged perpetrator(s) – take written statements.
- Views of alleged perpetrator(s) – feelings/thoughts/reasons/how they would like it resolved.
- Discuss with SLT link / JBY or JDY regarding sanctions.
- Speak to parent/carer of alleged perpetrator(s) inc any sanctions (if any).
- If found bullying has occurred, HoY logs this on SIMS.



4. ACTIONS can be: ALL LOGGED ON CPOMS

- ALL parents to be updated.
- Parent/carer meeting.
- Restorative Practice – mediation meeting if all parties in agreement.
- Referrals to P2B and/or outside agencies. Extreme circumstances Community Police Team.
- Sanctions – detentions/isolation/exclusions/AP.



5. CASE REVIEWS :

- HoY/SLT discuss at weekly link meetings.
- Meet/speak with all involved 2 weeks / 5 weeks / 8 weeks after incident and update parents. LOG ON CPOMS (action any repercussions/concerns following review meetings).

Response to Child on Child Abuse

Please Note: This only relates to incidents of child on child abuse, teachers are still to follow the usual protocol when it relates to general classroom disruption/behavior

REPORT RECEIVED - ALL STAFF

(From the victim or third-party)
(Onsite, offsite or online)

Definitions

Rape
Assault by Penetration
Sexual Assault
Sexual Harassment (Sexual Remarks, Sexual Taunts, Physical Behaviour or Online)
Racist Abuse
Homophobic Abuse
Up skirting
Bullying (including cyberbullying)
Physical Abuse
Abuse within relationships
Sharing of Nude Images

This list is not exhaustive

Victim reassured

1. Taken seriously and kept safe (needs of the victim are paramount).
2. Confidentiality not promised.
3. Listen to the victim, non-judgementally.
4. Record the disclosure (facts as reported) on CPOMS.
5. If the victim does not give consent to share, staff may still lawfully share in order to protect the child from harm and promote the welfare of the child.

Anonymity

Note that in cases of sexual violence there is a legal protection of the victim's identity. Remember that this also includes sharing on social media and discussion amongst pupils in school. Therefore, information will only be shared amongst staff members on a need to know basis only.

Considerations

(Sexual Violence, Sexual Harassment and Harmful Sexual Behaviour)
Immediately: Consider how to support the victim and alleged perpetrator - CPOMS

Record on CPOMS

On CPOMS - full details, abbreviate pupil(s) names. Clear dates / times and specific comments the pupil has disclosed inc. any action taken at that time must be recorded (i.e. Parents informed, call to Police, Phone Seized, spoken personally to AKK with AKK comments etc.)

DSL/DDSL/Pastoral HOY will investigate

Speak to victims, witnesses, obtain evidence, view CCTV (if appropriate), speak to parents, seize phone (if appropriate)

Urgent Incidents

Urgent - you must make contact with a DSL (AKK) or DDSL (JDL JBY) or Pastoral HOY ASAP or at least you leave the school premises.

Record-keeping

Record all discussions, decisions/actions on CPOMS

MANAGE INTERNALLY

One-off incidents which school believes that the child(ren) are not in need of early help or statutory intervention, which would be appropriate to deal with internally under the school's behaviour policy of anti-bullying policy. HoX to log on SIMS & CPOMS sanctions

EARLY HELP

Non-violent Harmful Sexual Behaviour. Maybe a referral to TAS, or referral to external agency such as Virgin care, Place2Be, Youth Enterprise, Early Break etc.

REFER TO SOCIAL CARE

All incidents where a child has been harmed, is at risk of harm or is in immediate danger.

Social Care will decide next steps. Be ready to complete a MASH referral if necessary

REFER TO POLICE

All incidents of rape, assault by penetration or sexual assault.

Discuss next steps with police, for example, disclosing information to other staff, informing alleged perpetrator and their parents.

RISK ASSESSMENT

- Do not wait for outcome of referral before protecting victim, including support for both victim and (alleged) perpetrator
- Disciplinary/Sanctions may still need to be taken in spite of reports to Police or Social Care (ensure actions do not prejudice the investigation. School to work closely with external agencies.
- Aim for victim to carry out normal routine, recognise that they may struggle in class and may need time out, prepare for support over a long period. If victim/perpetrator moves school DSL informs new school of need of support. Consider SEND needs

ACTION TAKEN/CRIMINAL PROCESS ENDS

Conviction/Caution: Follow behaviour policy, consider Permanent Exclusion/alternate provision. If Pupil remains, make expectations clear in Safety Plan.
Not Guilty: Support victim and alleged perpetrator. Regular review meetings following up ensuring no ongoing concerns and logged on CPOMS.
No Further Action: Support victim and alleged perpetrator. Regular review meetings following up ensuring no ongoing concerns and logged on CPOMS.

