



# BEHAVIOUR POLICY

## Pupil Discipline, (Inc Anti Bullying & Exclusion and Physical Restraint) Policy

Review Period: Annually – Spring Term

Review By: Leadership Group & C&C

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## 1 Whole School Behaviour Policy

### Aims

The Governing Body believes that in order to enable effective learning and teaching to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring, learning environment in the school by:

- actively promoting an ethos of good manners and courtesy
- ensuring that the school environment is well maintained and welcoming
- rewarding good behaviour (See **Rewards Pyramid**, Appendix 1)
- regularly reviewing and monitoring the rewards and sanctions system to ensure that it is effective and being applied consistently (See **Sanctions Pyramid**, Appendix 2)

### Objectives

- to promote greater responsibility for positive behaviour of all members of the school community through staff training, school council, tutor time and Personal Development days.
- All staff, and particularly those with a pastoral role, ie, Form Tutors, House Leads, Pastoral Managers and the members of the Leadership Team.
- To ensure that communication between parents/carers, appropriate agencies and the school regarding behaviour is efficient and effective.
- To work with appropriate Local Authority support services to ensure that all new initiatives and advice can be accessed and acted upon if relevant. The appropriate Assistant Headteacher will coordinate this.
- To ensure that all agencies are informed and involved where appropriate eg in developing Behaviour Support Plans and Individual Education Plans and Common Assessment Framework referrals.
- To monitor and manage the behaviour of students who have difficulty doing so themselves, e.g. referrals, fixed term exclusions.

### Targets

- To ensure that staff are trained and updated on a regular basis with regard to positive classroom management and a consistent approach in applying the rewards and sanctions system.
- To ensure that students and parents are involved in the monitoring and review process of the behaviour policy.
- To identify and consider a means of collecting and making sense about student's behaviour in school.
- To identify and consider a means of collecting information about incidents of bullying.
- To set targets for individual students with regard to behaviour.
- To ensure that the Behaviour Policy is reviewed annually and ensure that appropriate parties are kept informed.

## 2 Expectations of Stakeholders



### Home School Agreement

- This outlines expectations of pupil behaviour and attitude whilst at Studley High School. It forms part of the 3 way partnership between pupil, parent and school.
- All parents, pupils and tutors sign the Home School Agreement which is on page 6 of the pupil planner on Target Setting Day for Years 8-11 and on the admission form for Yr 7 and in-year admissions (See appendix 3).

### School Uniform

- This is detailed in the School Planner. The home school agreement includes an expectation that uniform will be worn appropriately. (Appendix 4)

### Classroom Rules

- The expectations as outlined in the School Planner (see Appendix 5).
- Expectations are displayed in each classroom (see Appendix 6)

### E-Safety Pupil Policy

- This is outlined in the school planner. Pupils and tutors will be expected to sign this page to indicate acceptance of the policy. (see Appendix 7).

### Anti-Bullying Policy

This is outlined in the School Planner (See Appendices 8 and 9).



### 3 Anti-Bullying

#### Aim

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied, and that staff are free from fear of bullying by pupils. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be fully able to benefit from the opportunities available at school.

Throughout this policy the term “parent” is used to mean a pupil’s parent, carer or guardian.

#### Scope of this policy and links to other policies

This policy includes:

- Bullying of pupils by pupils within school
- Bullying of and/or by pupils outside of school, where the school is aware of it
- Bullying of staff by pupils within or outside school

Allegations about bullying of pupils by staff will be dealt with under the school’s Safeguarding Policy.

This policy has links to the following school policies and procedures:

- Equality and diversity policy
- Behaviour policy
- Acceptable use policy (internet safety)
- Safeguarding (Child protection) policy
- Complaints procedure

#### Consultation

This policy has been developed in consultation with pupils, parents/carers and school staff.

This included questionnaires and class discussions. It has also been discussed by the school council.

#### Definition

This school has chosen to adopt Warwickshire Anti-Bullying Partnership’s definition of bullying:

“When a person’s or group of people’s behaviour, over a period of time, leaves someone feeling one of the following:

- Physically and/or mentally hurt or worried
- Unsafe and/or frightened
- Unable to do well and achieve
- “Badly different”, alone, unimportant and/or unvalued
- Unable to see a happy and exciting future for themselves

it **could** be bullying. When a person, or group of people, has been made aware of the effects of their behaviour on another person, and they continue to behave in the same manner, this **is** bullying.

If someone is made to feel like this, or if they think someone they know feels like this, it should be investigated. This should happen straight away as it can take a long time to build up courage to tell. However, lots of things



can make people feel bad, sometimes it depends on the situation we are in, and it is not always bullying – so we think the following definition, adapted from one written by the Anti-Bullying Alliance, is also useful:

Bullying is any behaviour by an individual or group that:

- Is meant to hurt – the person or people doing the bullying know what they are doing and mean to do it.
- Happens more than once – there will be a pattern of behaviour, not just a “one-off” incident
- Involves an imbalance of power - the person being bullied will usually find it very hard to defend themselves.

It can be:

- Physical, e.g. kicking, hitting, taking and damaging belongings
- Verbal e.g. name calling, taunting, threats, offensive remarks
- Relational, e.g. spreading nasty stories, gossiping, excluding from social groups
- Cyber, e.g. texts, e-mails, picture/video clip bullying, Instant Messaging (IM)

**Where individuals or groups bully different people, this will be seen as a pattern of bullying behaviour and treated as such.”**

*Warwickshire’s Anti-bullying Partnership 2007*

This school recognises that bullying that is motivated by prejudice is a concern, for example racist, sexist and homophobic bullying and bullying related to perceptions about disability and/or special needs. All staff will be provided with appropriate training in equality and diversity, so that they are equipped to tackle these issues on a wider scale as well as in relation to bullying. Further details of our commitment to this can be found in our Equality and Diversity Policy.

#### Identifying and reporting concerns about bullying

All concerns about bullying will be taken seriously and investigated thoroughly.

Pupils who are being bullied may not report it. However, there may be changes in their behaviour such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. School teaching and ancillary staff will be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy.

Pupils who are bullying others also need support to help them understand and change their behaviour.

Pupils who are aware of bullying (“bystanders”) can be a powerful force in helping to address it and will be encouraged to do so in a safe way.

All pupils will be encouraged to report bullying by:

- Talking to a member of staff of their choice
- Talking to a peer mentor
- Contacting the local and national support agencies for advice/support

Staff who are being bullied will be encourage to report it to a colleague of their choice.

Parents will be encouraged to report concerns about bullying and to support the school in tackling it. Trying to resolve bullying directly with pupils or their families can lead to problems escalating.



## Responding to reports about bullying

### School

The school will take the following steps when dealing with concerns about bullying:

- If bullying is suspected or reported, it will be dealt with immediately by the member of staff who has been made aware of it.
- A clear account of the concern will be recorded.
- An appropriate member of staff will interview everyone involved and keep a detailed record. This will be held in line with the school's data protection policy/practice.
- Form tutors will be kept informed and if it persists the form tutor will advise the appropriate subject teachers.
- Parents and other relevant adults will be kept informed
- Where bullying occurs outside school, any other relevant schools or agencies (e.g. youth clubs, transport providers) will be informed about the concerns and any actions taken
- Punitive measures will be used as appropriate and in consultation with all parties.

### Pupils and staff

Pupils and staff who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff or their choice, either face to face or on-line
- Providing reassurance that the bullying will be addressed
- Offering continuous support
- Restoring self-esteem and confidence
- The use of specialist interventions and/or referrals to other agencies e.g. Early Intervention Service, where appropriate.

Pupils who have bullied will be helped by:

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrong doing and need to change
- Informing the parents to help change the attitude of the pupil
- The use of specialist interventions and/or referrals to other agencies where appropriate

The following disciplinary steps can be taken:

- Official warnings to cease offending
- Exclusion from certain areas of school premises
- Confiscation of mobile phones, in line with our Acceptable Use (internet safety) policy
- Fixed term exclusion
- Permanent exclusion

### Parents

- Most concerns about bullying will be resolved through discussion between home and school. However, where a parent feels their concerns have not been resolved, they are encouraged to use the formal Complaints Procedure.
- Where a pupil is involved in bullying others outside school e.g. in the street or through the use of the internet at home, parents will be asked to work with the school in addressing their child's behaviour, for example restricting/monitoring their use of the internet or mobile phone. Referral of the family to external support agencies will be made where appropriate.



### Preventative Measures

The school will:

- Raise awareness of the nature of bullying through inclusion in PSHEE, form tutor time, assemblies, subject areas and informal discussion, as appropriate, in an attempt to eradicate such behaviour.
- Participate in national and local initiatives such as Anti-Bullying Week and the work of Warwickshire's Anti-Bullying Partnership.
- Seek to develop links with the wider community that will support inclusive anti-bullying education.
- Consider the use of specific strategies, for example peer mentoring, on a regular basis and implement them if appropriate, subject to available resources.

### Promotion of this Policy

The policy and methods for reporting bullying concerns will be promoted throughout the school, for example in information packs for new pupils and staff and through regular awareness raising activities with existing pupils and their families.

### Mentoring, evaluation and review

A senior member of the school staff will be identified to lead on the implementation of the policy and act as the link person with the local authority.

From September 2010, an annual report will be made to the governing body, in the Spring Term, including statistics about:

- The number of reported concerns
- Monitoring information about the pupils involved
- Motivations for bullying
- Actions taken and outcomes

Statistical information will be provided to the local authority as required.

From September 2010, the school and Governing Body Curriculum and Communications Committee, will review the policy annually and assess its implementation and effectiveness.



#### **4 Exclusions**

- The school follows the guidance from the Department for Education
- Expert advice will be sought from outside agencies as need arises.
- Exclusion is a sanction which will be used only for serious breaches of the school's discipline policy.
- Fixed term exclusions will be used only for breaches of the school's discipline policy as outlined on the Sanctions pyramid. i.e. physical violence, swearing at staff etc.
- All fixed term excluded pupils and their parent/carer will be expected to attend a re-admission meeting with the headteacher (or the appointed member of the Leadership Group).
- For pupils who have been fixed term excluded on three or more occasions in their time at the school will attend an informal meeting with a Governor or a formal Governors' Disciplinary Panel at the discretion of the headteacher.
- The headteacher will report on fixed and permanent exclusion to the governing body. This will also outline strategies which have/will be put into place to modify pupil behaviour. Further reporting will take place to explain the outcome for pupils.

#### **5 Physical Restraint**



## Objectives

Necessity for physical restraint  
Minimising the need to use force  
Points for consideration by staff  
Staff authorised to use force  
Deciding whether to use force  
Using force  
Staff training  
Recording incidents  
Reporting incidents  
Post incident support  
Complaints and allegations  
Further information

### Objectives:

#### Physical restraint of a pupil may be necessary in order to:

- maintain the safety of pupils and staff.
- prevent serious damage to property.
- prevent serious breaches of school discipline.

#### Minimising the need to use force

The use of physical restraint is not part of the disciplinary/class management process – it is an emergency response, albeit a considered one, to an exceptional situation. An assessment of the risk to the pupil, to other pupils, to the responsible adult, or to property, must be made in such circumstances.

#### Staff should consider the following when planning to work with students:

- create a calm, orderly and supportive class climate that minimises the risk and threat of violence of any kind.
- Develop effective relationships between students and themselves that are central to good order.

The school is also proactive in providing training and support for staff to encourage and develop positive behaviour management.

Most staff have been trained in Team Teach. This is updated on a three yearly cycle.

When practicable, staff will warn a student that force may have to be used thereby giving them an opportunity to review their behaviour.

#### Staff authorised to use force

Individual staff have statutory power to use force by virtue of their job. However, wherever possible, senior staff should be summoned to at least support a member of staff who deems it necessary to use physical means of control. It is preferable that staff should have received Team Teach training before using any physical force. Those staff working closely with students with SEN and/or disabilities may need specific training as the need arises.

#### Deciding whether to use force

- Staff should have grounds for believing that immediate action is necessary in self-defence, because there is imminent risk of injury, a developing risk of injury, significant damage to property or to prevent other criminal offences. The risk of injury may be to the pupil, to other pupils, or to a member of staff/the public. **The law recognises that a reasonable use of physical force in self-defence to prevent injury is appropriate.**
- **Staff are not expected to restrain a child if by doing so they put themselves at unacceptable risk of injury.**
- “Allegations against Education Staff on Child Abuse” confirms that there is no legal definition of “reasonable force”. **Therefore any physical restraint is unlawful if the circumstances do not warrant it.**
- It is recognised that staff will have to decide whether attempting physically to restrain a pupil will improve or exacerbate the situation. A difficult situation may be worsened by attempts at physical restraint when dealing, for example, with some pupils with particular special educational needs.
- **Physical restraint should only be used as an exceptional measure when a pupil is placing her/himself or others at serious risk of harm. It should only be used when verbal comments do not control the unacceptable behaviour.**

#### Using force

- Clearly it is not always possible to secure the presence of other staff before applying restraint but every possible effort should be made to do this. **It is preferable that a member of the Leadership group should be the person who restrains the pupil.**
- Only the minimum force necessary to prevent injury or to remove the risk of harm should be applied and, if used, this should be accompanied by calmly letting the pupil know what s/he needs to do to remove the need for restraint. Consideration needs to be given to the age, sex and understanding of the pupil in question.
- Staff must be careful about how they restrain pupils
- **Physical restraint should be an act of care, not of punishment or aggression.**
- As soon as it is safe to do so, restraint should be gradually relaxed to allow the pupil to gain self-control.
- Physical restraint should not be used purely to force compliance with staff instructions when there is no immediate risk to the pupil or other individuals.
- Any use of physical restraint must be recorded **and the parent/carer must be informed by the headteacher.**

#### Staff training

This should be planned for on a year by year basis. All staff, ideally, should receive Team Teach training which needs to be updated on a three year programme. The Inclusion Officer should also ensure that any SEN and/or students with disabilities who may need to be restrained have IEPs clearly updated and that staff involved with them are aware of their needs.

### Recording incidents

Clear, careful recording is very important. The member of staff must complete a copy of the attached form (annex B). It is also important that any staff who assisted with the restraint, or who witnessed it, should also provide a report. All reports must be given to the headteacher and kept confidentially and not on the member of staff's personal file.

### Reporting incidents

All incidents of physical restraint must be reported to a senior member of staff. They must also be reported to parents/carers by an appropriate member of staff.

All incidents of physical restraint must be reported to the member of staff with responsibility for Child Protection and in turn reported to their Link Governor. The Link Governor should report incidents to the Full Governing Body.

It may also be appropriate to report the incident to external agencies involved with the student and or their family.

### Post-incident support

Staff who have been involved in physical restraint may feel distressed or upset, and should be given time to regain their composure before resuming duties. They should be offered the opportunity to reflect and discuss the incident with colleagues and managers as soon as is appropriate. Staff may also require access to further counselling and/or union support.

Students involved in the incident, possibly as witnesses, may also need appropriate support. Their parents/carers will need to be contacted.

Advice may need to be given with respect to rebuilding relationships.

### Complaints and allegations

Any complaints arising from incidents should be dealt with in line with school complaints procedures.

### **Monitoring and review**

This policy should be reviewed on an annual basis. It should be reviewed in the light of incidents that may have occurred during the previous twelve months and any training needs that arise should be actioned.

### Further Information

This can be obtained from the following website:

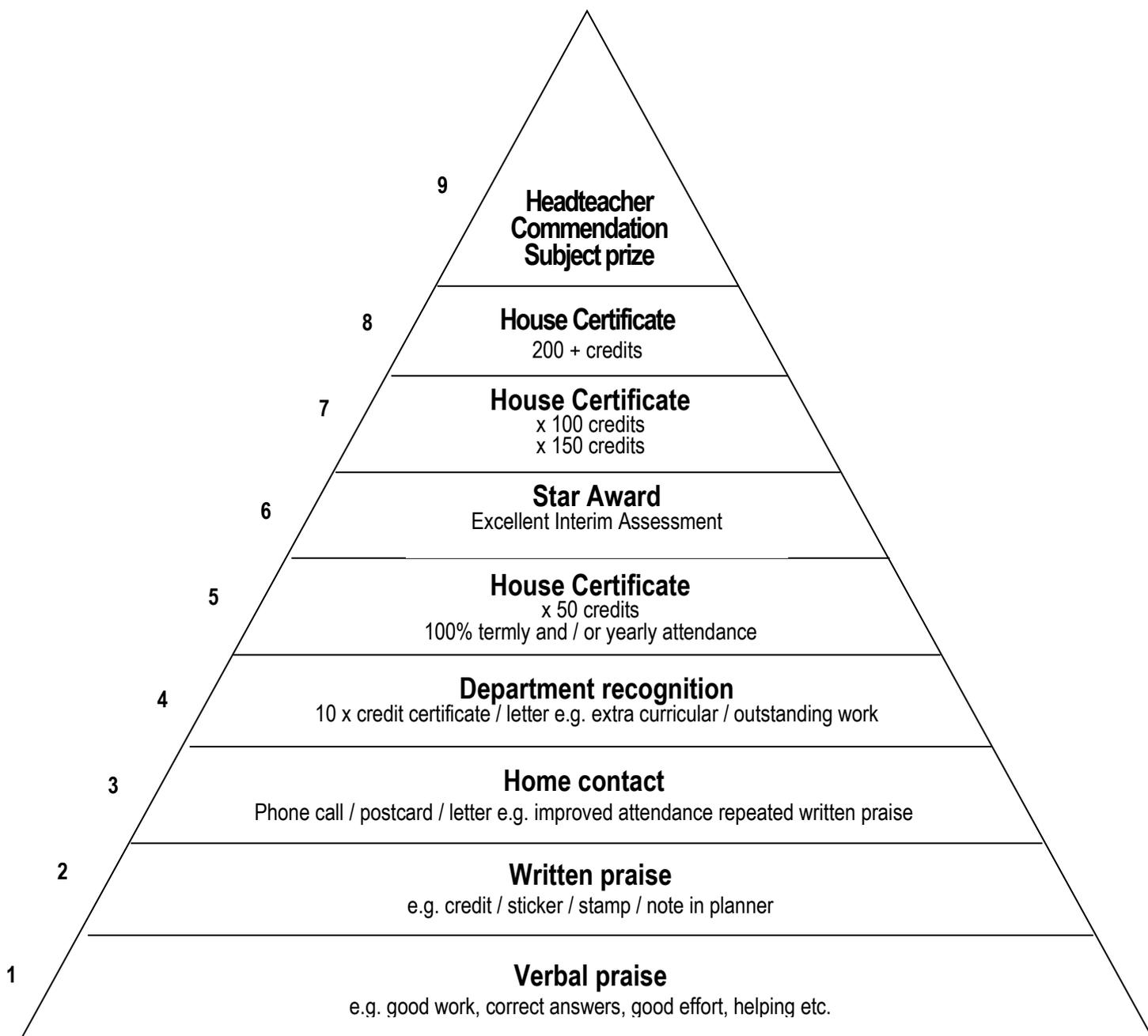
<http://publications.teachernet.gov.uk>

Revised Guidance on the Use of Force to Control or restrain Pupils

<http://team-teach.co.uk>



# REWARDS PYRAMID

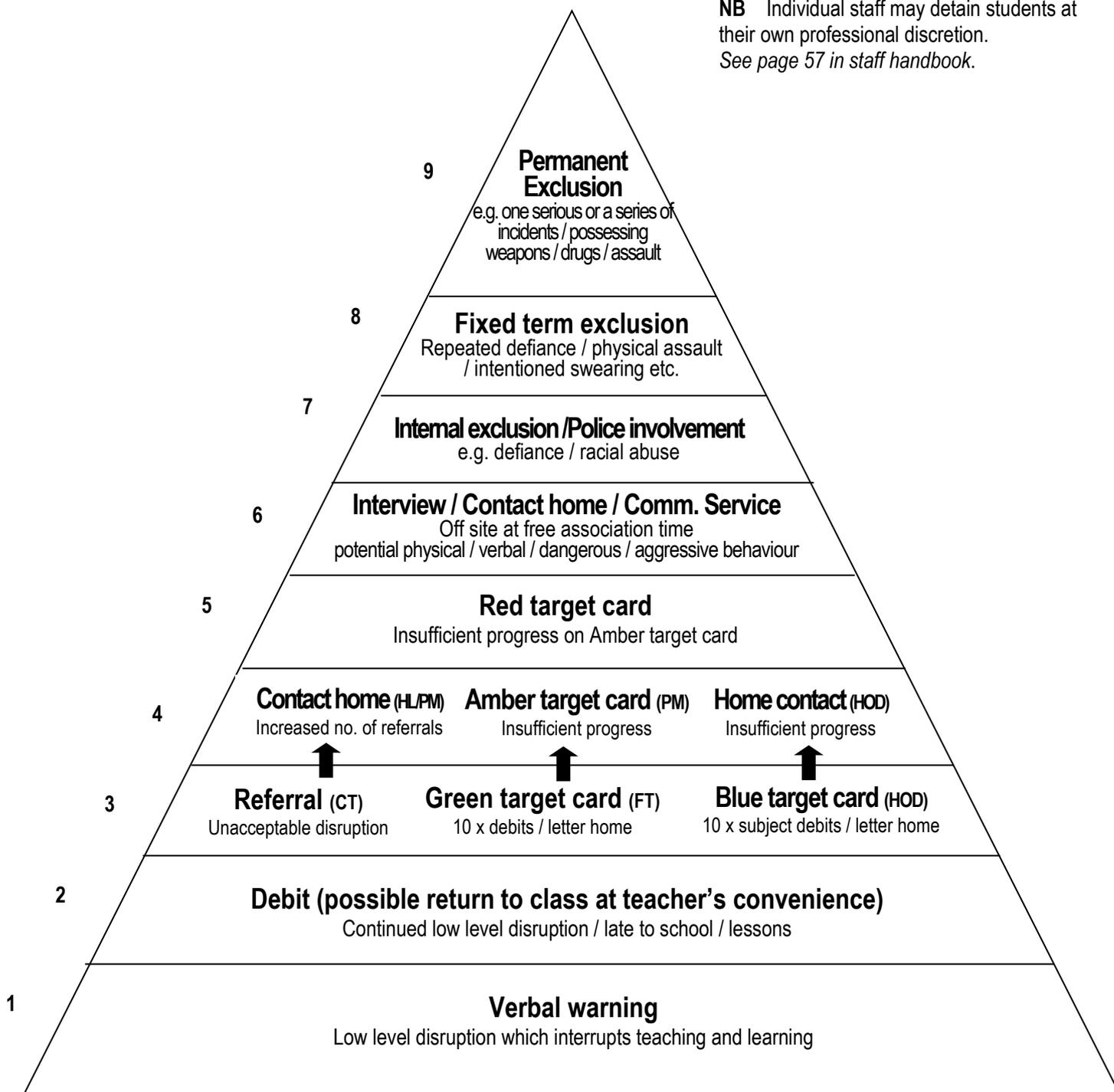


<b>Levels 1, 2 &amp; 3</b>	<b>= Form Teachers / Class Teachers etc</b>	<b>Level 4 = Heads of Department</b>
<b>Levels 5, &amp; 6</b>	<b>= House lead / Pastoral Manager</b>	<b>Level 7 = House Lead</b>
<b>Level 8</b>	<b>= House Lead</b>	<b>Level 9 = Headteacher</b>



# SANCTIONS PYRAMID

**NB** Individual staff may detain students at their own professional discretion.  
See page 57 in staff handbook.



Levels 1 & 2 = Form Teachers / Class Teachers etc	Level 3 = Class Teacher / Form Teacher / HOD / CALs
Level 4 = House Lead / Pastoral Managers / HOD / CALs	Level 5 = Leadership Team
Level 6 = Leadership Team / House Lead / Pastoral Manager / CAL	Level 7 = Key Stage Co-ordinate / LG
Level 8 = Headteacher	Level 9 = Headteacher



**HOME-SCHOOL AGREEMENT**

**Our Partnership**

The aim of this document is to encourage us to work in a three-way partnership in the confident knowledge that, by uniting as a home-school team, we shall be able to tackle any problems that may arise. This will ensure that students' learning is supported to help them achieve their best. By encouraging students to adhere to the school's behaviour and discipline policies we shall be preparing them for adult life, and in so doing, enhance the image of the school.

**AS A PARENT OR CARER, I WILL:**

- ensure that my child attends school regularly, on time, properly dressed and equipped;
- let the school know about any concerns or problems that might affect my child's work or behaviour;
- support the school's policies and guidelines for learning and behaviour;
- support my child in homework and other opportunities for home learning;
- make every effort to attend parents' evenings and discussions about my child's progress;
- get to know about my child's life at school.

**SCHOOL WILL:**

- ensure that students follow the uniform code, take care of their surroundings and be thoughtful towards other people;
- consult parents/carers when there is cause for concern;
- encourage the students to do their best at all times;
- set, mark and monitor homework and provide facilities for children to do homework in school;
- inform parents/carers of the students' progress through termly grade sheets and the annual record of achievement;
- keep parents/carers informed about school activities through regular letters home;
- create an atmosphere of learning in which parents/carers will be welcome at any time;
- ensure that students are safe and that the anti-bullying policy is adhered to.

**STUDENTS WILL:**

- adhere to the uniform code both within and outside the school, respect the school and surrounding environment and ensure that they are good time managers;
- seek help from relevant people when they have a concern;
- abide by the school's demands for behaviour and learning;
- complete homework tasks;
- ensure that parents/carers receive relevant information from school.

**Please sign.**

Parent/Carer \_\_\_\_\_ Date \_\_\_\_\_

Form Tutor \_\_\_\_\_ Date \_\_\_\_\_

Student \_\_\_\_\_ Form \_\_\_\_\_ Date \_\_\_\_\_



### UNIFORM LIST

Studley High School has a total commitment to standards of dress affecting all its pupils. Uniform is regarded as representing the ordered character of the School, whether in lessons or on the games-field. Accordingly, it is expected that every pupil will wear the prescribed uniform in a way that reflects a pride in so doing and is a proper advertisement for the standards within the School. Governors review the uniform code annually.

#### **GIRLS**

Outdoor coat	Outdoor coat, plain colour, without large motifs please.
Shirt	White (long or short sleeves)
Trousers	Black - no fashion extremes.
Jumper	Plain black V necked jumper or plain black waist length cardigan.
Blazer	Maroon with school badge.
Tie	Maroon and gold clip tie.
Tights	Black or Flesh coloured.
Socks	Grey, white or black.
Shoes	Plain black traditional leather shoes, no suede, canvas, trainers or boot type (no logos).
PE Kit	Plain white polo with school badge (not fashion shirt), black shorts with school badge, black football socks, suitable trainers (not fashion trainers), swimming costume and towel (Yrs 7-9), PE sports bag, black tracksuit top (optional – but must not be worn other than for PE) black tracksuit bottoms / ¾ trousers (optional), black hoody (optional).

#### **ALL ITEMS MUST BE CLEARLY NAMED**

#### **BOYS**

Outdoor Coat	Outdoor coat, plain colour, without large motifs please.
Shirt	White (long or short sleeves)
Trousers	Black - no fashion extremes,
Jumper	Plain black V necked jumper or plain black waist length cardigan.
Blazer	Maroon with school badge.
Tie	Maroon and gold clip tie.
Socks	Grey, black or white.
Shoes	Plain black traditional leather shoes, no suede, canvas, trainers or boot type (no logos).
PE Kit	Black and white rugby shirt, plain white polo shirt with school badge (not fashion shirt), black shorts, black football socks, shin pads and gum shield, suitable trainers (not fashion trainers), football boots, swimming shorts and towel (Yrs 7-9), PE sports bag, black tracksuit top (optional-but must NOT be worn other than for P.E.), black tracksuit bottoms (optional), black hoody (optional)

#### **ALL ITEMS MUST BE CLEARLY NAMED**

#### **Appearance – All Students**

- In the interests of health and safety, the wearing of jewellery is not allowed.
- Make-up should be minimal, clear nail varnish only.
- A single stud or sleeper in the lobe of either ear is permissible. Studs, sleepers or rings (piercings) in any other body part are strictly not permitted on health and safety grounds.
- Tattoos are not acceptable
- Hair must be of **natural** colour or altered to accentuate natural colour and be of reasonable length e.g. for boys, of collar length at is maximum with no shaven heads.
- **NO HOODIES ARE ALLOWED IN SCHOOL**
- The School, conscious of the swiftness of fashion changes, reserves the right to exercise discretion in all matters affecting appearance and uniform.
- Items of uniform that specifically relate to Studley High School are available from Clive Mark's shop, Church Green, Redditch (incl PE kit) or National Schoolwear Centre at Bulls Head Yard Car Park, Alcester (excl PE kit).



### **CLASSROOM RULES**

You are expected to:

- 1 Enter the classroom on time, in an orderly manner and wait in silence.
- 2 Be silent when the register is taken.
- 3 Put your hand up quietly if you wish to ask or answer a question.
- 4 Listen to the teacher and to other pupils who are answering questions.
5. Leave other pupils alone in order to get on with their work.
6. Complete the task set.
7. Mobile phones, MP3 players etc should be switched off and out of sight in **ALL** lessons.

### **BREAK AND LUNCHTIME RULES**

The consumption of food and drink is permissible only in the Hall. Litter must at all times be placed in the receptacles.

### **PUPILS MUST NOT WANDER AROUND EATING**



# ★ CLASSROOM RULES ★

1. When I arrive I need you to take off any items of non-uniform and have your planner and pen out on the desk.
2. Be silent whilst I give my instructions and follow them straight away.
3. Remain in your seat unless otherwise directed, keeping hands, feet, objects and unkind or inappropriate words to yourself.
4. Listen in silence to the person who is meant to be talking. If you wish to speak, put up your hand and wait for me to call upon you.
5. Work to the best of your ability and do not hinder other students from learning in any way.
6. Take care of materials, equipment and the environment; make sure the classroom is tidy at the end of the lesson.
7. No chewing gum at all in school.
8. If seen, MP3 players, ipods, mobile phones etc will be confiscated and returned at the end of the school day.



**STUDLEY HIGH SCHOOL - e-Safety Policy - Pupils**

***When I am using the computer or other technologies,  
I want to feel safe all the time.***

***I agree that I will:***

- Always keep my passwords a secret
- Only visit sites which are appropriate to my work at the time
- Work in collaboration only with friends and I will deny access to others
- Tell a responsible adult straight away if anything makes me feel scared or uncomfortable online
- Make sure all messages I send are respectful
- Show a responsible adult if I get a nasty message or get sent anything that makes me feel uncomfortable
- Not give my mobile phone number to anyone who is not a friend
- Only email people I know or those approved by a responsible adult
- Only use email which has been approved by school
- Talk to a responsible adult before joining chat rooms or networking sites
- Always keep my personal details private (My name, family information, journey to school, my pets and hobbies are all examples of personal details).
- Always check with a responsible adult and my parents before I show photographs of myself
- Never meet an online friend without taking a responsible adult that I know with me
- Ensure that any portable storage device I bring into school is not affected by viruses.

***I know that once I post a message or an item on the internet then it is completely out of my control.***

***I know that anything I write or say or any website that I visit may be being viewed by a responsible adult.***

Signed ..... (pupil)

Signed ..... (parent/carer)

Date .....



**ANTI-BULLYING POLICY**

**CODE OF CONDUCT**

**Pupils' Rights**

1. Everyone should be allowed to have individuality.
2. Everyone should be able to voice their own opinions.
3. Everyone has the right to say "NO"
4. No one should be physically hurt by any one else.
5. No one should be subjected to verbal abuse.
6. Everyone has the right not to be subjected to threats.
7. Pupils should have someone to turn to for protection.

**Pupils' Responsibilities**

1. To accept and respect the individuality of others.
2. Listen to the opinions of others.
3. Pupils must not put pressure on people to act against their will.
4. Pupils must never physically hurt anyone.
5. Pupils must never be verbally abusive to others.
6. Pupils must never threaten other people.
7. Any knowledge of bullying should be reported to an appropriate adult.
8. Do not encourage or provoke trouble.

## **Appendix 9**



## **What to do if . . . .**

### **Problem**

### **Who and Where**

If I am late?

Sign in at reception

If I'm being bullied or know someone who is?

Tell somebody – your teacher or a friend and report it on “Speak Out Now”.

If I have a dental/medical appointment?

Get your tutor to sign your planner, then sign out at reception.

If I have lost something?

Ask at reception. All property should be marked with your name.

If I don't understand homework?

See your subject teacher or your form tutor or a friend.

If I have forgotten my homework or PE kit?

Confess! Explain to your subject teacher before the lesson.

If I get something confiscated?

Arrange with the teacher when it can be collected and from where.

If I don't feel well?

Get a note in your planner and go to reception



## **Appendix 10**

### Physical Restraint Incident record form

Details of pupil on whom force was used – name, class, and any SEN, disability or other vulnerability
Date, time and location of incident
Names of staff involved (directly or as witnesses)
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.
Description of incident by the staff involved, including any attempts to de-escalate and warnings given that force might be used.
Reason for using force and description of force used
Any injury suffered by staff or pupils and any first aid and/or medical attention required.
Reasons for making a record of this incident
Follow up, including post-incident support and any disciplinary action against pupils.



Any information about incident shared with staff not involved in it and external agencies	
When and how those with parental responsibility were informed about the incident and any views they have expressed.	
Has any complaint been lodged (details should not be recorded here).	
Report Compiled by	
Name and role	
Date	
Report countersigned by	
Name and Role	
Date	

Please note: the names of pupils should be removed before the completed form is sent to parents and the names of members of staff should only be included with their consent.