



Child Behaviour, Discipline and Anti-bullying Policy

Issue 2 – May 2018

The Spencer Academies Trust has delegated Full responsibility to the Local Governing Body (LGB) of Wyndham Primary Academy for this Policy. It is the LGB's responsibility to ensure this Policy is implemented and reviewed in accordance with statutory and legislative arrangements.

The Spencer Academies Trust may, on an annual, basis undertake audits to confirm that appropriate arrangements are maintained by the Academy.



Issue No.	Date	Date of next review
1	September 2017	Autumn 2018

Revision Notes

- Additions to the use of force



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1.0 Introduction

At Wyndham Primary Academy we aim to create a positive, happy and caring environment so that all of our children are able to make the most of their education and realise their full potential. We have a consistent positive approach to discipline and rely heavily upon the use of praise and rewards.

Within school we aim to provide a stimulating and supportive environment where high standards are set and even small achievements are celebrated. We endeavour to develop the self-esteem and confidence of all pupils, ensuring to the best of our ability that none of our children experience a sense of failure.

The children's work is valued, and effort is recognised and rewarded. The children are taught to respect all members of the school community and their property.

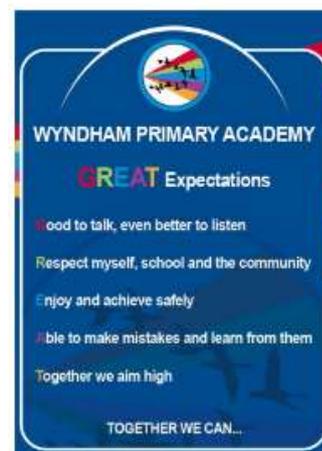
We recognise that the ethos of the school depends upon the quality of the relationships within it. Adults endeavour to present good models of behaviour thus creating an atmosphere of mutual respect.

2.0 School Expectations

Governors, staff and pupils have agreed 5 expectations which help to maintain a good working environment throughout the day. The expectations are displayed in all classrooms and are as follows:

2.1 The GREAT Expectations

- Good to talk, even better to listen.
- Respect myself, others and the community.
- Enjoy and achieve safely.
- Able to make mistakes and learn from them.
- Together we aim high.



3.0 Positive behaviour management

All members of staff are responsible for the behaviour of children around school and in lessons. A variety of strategies and rewards are used and given to individuals who choose to obey the GREAT expectations to promote a culture of positive behaviour. Staff are encouraged to actively reward positive behaviours as well as challenge undesirable behaviours as soon as they see them in line with the guidance within this policy.



3.1 GREAT to be Green

Each half term pupils collect 'Dojo Points' on classdojo.com. Dojo points link to our **GREAT** awards and are given for **G**ood to talk even better to listen, **R**espect myself, others and the community, **E**njoy and achieve safely, **A**ble to make mistakes and learn from them and **T**ogether we aim high. These points are given to pupils by all staff throughout the day.

'Class Dojo', a monster themed computerised system, is used to record the behaviour throughout school and as a tool for tracking.

Positive green dojo points are given out for positive learning behaviours as well as displaying correct behaviours in classrooms and around school. Green dojo points, linked to the **GREAT** expectations, are given for a variety of reasons which could include:

Playground

- Ensuring everyone enjoys play time
- Sharing playground resources
- Learning to resolve issues and independently
- Being a role model
- Making the right choices
- Including all and playing with children you wouldn't normally do

Dining Hall

- Collecting and tidying away cutlery
- Helping others
- Picking up anything dropped
- Respecting adults and other children
- Trying new foods

Classrooms

- Cooperating with others
- Showing resilience and not giving up
- Using toolkits and target maps
- Challenging yourself and others
- Treating everyone with respect
- Taking ownership of learning
- Explaining your own learning

Assembly

- Sitting sensibly
- Displaying respect
- Listening carefully to whoever is talking
- Being a role model

Transitioning around school and outside of school

- Walking sensibly
- Walking quietly
- Holding doors for others
- Displaying the Wyndham Values
- Sharing learning with others



At the end of each term, all pupils receive a 'Dojo Certificate' in the area which they received the most 'Dojo Points'.

If a pupils' total points exceed **150**, they receive a **badge** for the area in which they receive the most points.

If a pupils' total points exceed **250**, they receive a **medal** for the area in which they receive the most points

Whole class points are counted each half term and are traded in for rewards such as extra play time, pyjama day or a trip to the park.

Teachers use Class Dojo as a communication platform to encourage pupils, and to engage parents too. Both parents and children can monitor their behaviour at home using their tablets or phones.

3.2 Other Rewards

- Being sent to other teachers to show their work.
- Being sent to the Head of School to show their work.
- Awards/certificates/post cards sent home.
- Being chosen for
- Assembly (linked to The **GREAT** Expectations).
- Certificates being displayed on achievement board.
- Off site visits
- **GREAT** time on a Friday afternoon

GREAT time will be used to reward those pupils displaying the Wyndham **GREAT** expectations. Persistent accumulation of Orange dojo points will result in children missing out on this time as will children who choose to not follow the **GREAT** expectations on a Friday afternoon (as there is no lunch time for their reflection time).

In order to encourage good behaviour as a whole class, collective rewards are also given.

To promote positive attitudes we also have an anti-bullying commitment award (ABC award) scheme where individuals are chosen by the children on a weekly basis. We participate in the National 'Anti-bullying' week each November.

3.3 Class Rewards

- Assembly award.
- Playground award.

- Anti-Bullying Commitment award
- Trading in whole class 'Dojo Points' for a class treat.

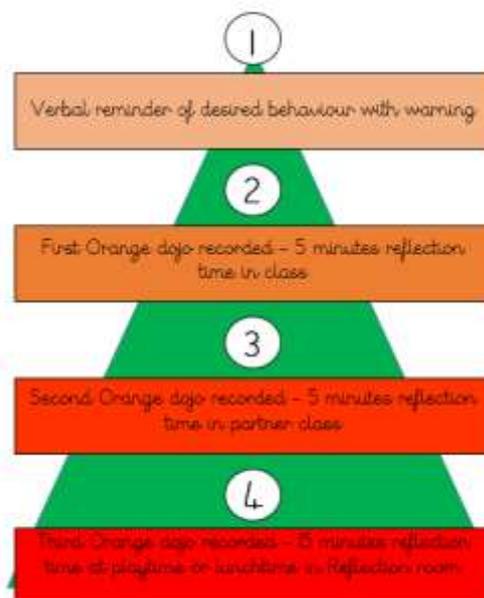
The children are made aware of acceptable and unacceptable behaviour and of the sanctions, which will be applied, should they choose not to follow the school rules.

3.4 Orange for Opportunities

When children demonstrate unacceptable behaviour, staff use 'Class Dojo' to issue an Orange Dojo Point. Orange dojo points carry a sanction, which is progressive should behaviour not be improved. This is outlined below:

- Verbal Warning and reminder of desired behaviour = Think!
- 1 Orange Dojo Point = 5mins 'Time Out' within the classroom.
- 2 Orange Dojo Points = 5mins 'Time Out' in partner classroom.
- 3 Orange Dojo Points = 15 mins Play / Lunch in Seclusion in the Reflection room.
- Phone call / text home or direct contact at home time.
- Three lots of -3 Dojo Points in a week Achievement Leader to decide on action

Classroom Flowchart for behaviour



Orange dojo points are issued for all behaviours that don't follow the GREAT expectations. These may include:

- Disrespect
- Disrupting learning



- Not following instructions
- Damaging property
- Violence
- Threatening behaviour including bullying
- Leaving the classroom without permission

More serious incidents of undesirable behaviour can result in more than one Orange dojo point being issued and immediate seclusion for reflection. Violence always results in seclusion.

Staff are trained to actively resolve incidents of unacceptable behaviour as they arise to ensure incidents are dealt with immediately. It is the professional duty for all staff to challenge all incidents of undesirable behaviour. Children are asked to report incidents of unacceptable behaviour and aggression to members of staff, rather than to retaliate.

Children with persistent behaviour problems will be discussed in the Team Around the Child (TAC) meeting which are held on a weekly basis. TAC meetings include the Head of School, Deputy Head of School, Special Educational Needs and Disability Co-ordinator, Learning Mentor and the Safeguarding and Attendance Officer and enable a whole school consistent approach to challenging behaviour. If appropriate, children with challenging behaviour will be placed on the Special Needs List and parents will be informed. The Educational Psychologist will be involved as appropriate.

Our whole school behaviour policy involves all adults working within the school. Most staff have participated in Assertive Discipline Training and are fully committed to its success. A number of staff have been trained to deal with physically aggressive pupils. Recommended forms of restraint will be used in exceptional cases when the safety of pupils or staff is put at risk.

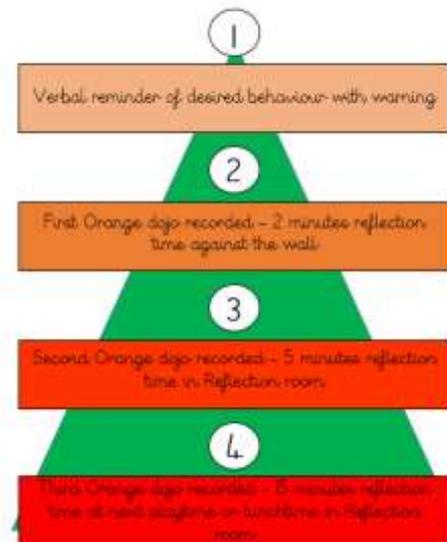
4.0 Playtime and Lunchtime Expectations

At playtimes the same expectations apply.

5.0 Playtime Sanctions

1. Child receives a reminder of positive behaviour
2. Child stands against a wall for 2 minutes, demonstrating appropriate behaviour
3. Child has 5 minutes time-out in 'The Reflection Room'.

Playground Flowchart for behaviour



An orange ‘Lunch Time’ or ‘Break Time’ Dojo Point is given to the pupil and matters around pupil behaviour are handed over to the class teachers by the midday supervisors at the end of dinner.

6.0 Parents

We endeavour to enlist the help and support of parents at all times. On occasions where a child exhibits repeated inappropriate behaviour parents are asked to co-operate in promoting strategies for improvement, e.g. home/school sticker charts, home/school logs, regular meetings with class teachers and behaviour contracts.

7.0 Use of Force

In exceptional circumstances, there may be a requirement to use force to restrain a child or remove a child from an unwanted situation, to prevent harm to themselves or other children, or to reduce the risk of damage to property.

When faced with increasingly challenging behaviours to reduce the chances of a physical restraint, other children should be removed from the room/space to make it safer rather than the stressed child if that is easier and likely to de-escalate a situation quicker. Entrances/exits should not be blocked, unless a child is likely to cause further harm from leaving a room, as this puts you at risk of injury or further stress for the child involved.

Before the use of force is considered, three questions should be asked;

- Is the child/young person at risk of or causing harm to themselves?
- Is the child/young person at risk of or causing harm to someone else?



- Is the child/young person at risk of or causing significant damage to property?

7.1 Guidance on the use of force

If the answer to the any of the above questions is yes, the use of force and a physical restraint/escort may be necessary. Anyone can perform a physical restraint but the force must be proportionate and reasonable. Guidance on the use of 'reasonable force' in this situation is provided at Appendix 1 and must be strictly adhered to by all staff authorised to use reasonable force in the school.

If a physical restraint is required, radio for support immediately and someone who is trained in physical restraint will support. A child may require moving to a different space to de-escalate a situation. If so, a trained person should use a recognised restraint and report it accordingly. Children/young people should never be carried other than to remove them from a room if they are causing significant damage or threat to others or themselves. If a child drops to the floor when being escorted, let them and ask yourself the three questions above again before continuing with the restraint/escort.

Restraints and escorts should be released at the earliest possible moment when the child/young person is in an open space where they can't cause damage or threat to others or you are confident the child has calmed Any restraint or escort must be followed up with consequences linked to the above policy – the restraint is not a consequence for behaviour it is the last resort to support calming a child. A follow up on the child must be completed after a restraint or the use of physical force.

7.2 Reporting the use of force

All physical restraints and escorts must be reported on a physical restraint form and logged on CPOMS, with the incident number logged, on the same day.

The following information **must** be reported after a physical restraint or escort:

- Name of child
- Date and time of incident
- Events leading up to restraint
- Strategies used to try to de-escalate situation
- Name of person carrying out the restraint
- Time of restraint starting and ending
- Names of adult witnesses to assault
- Any physical marks to children or adults involved
- Post-restraint events
- Post-restraint check on child



All reports of physical restraints and escorts must be reported to the Senior Leadership team and written recordings signed off by a member of the team.

8.0 Exclusions

Wyndham Primary Academy is a fully inclusive school that is driven by a commitment to all children achieving their personal greatness. This mantra embodies academic potential and also social and behavioural regulation. In achieving this, all stakeholders; pupils, parents, carers, staff and governors, must understand that acts of violence, discrimination, bullying and significant disruption to learning will not be tolerated and the school reserves its right to exclude any pupil responsible for such behaviours if it is decided that such action is necessary. Any such decision will not be taken lightly and will be in line with Academy, Local Authority and Department for Education regulations.

Permanent exclusion is a last resort. In exceptional circumstances, the Head of School will inform the governors of a fixed term or permanent exclusion of a pupil. Parents/carers will be informed of the reason of an exclusion and if given a fixed term exclusion then a meeting will be held prior to re-admittance. This meeting will focus on reintegration and strategies for support so that all understand the severity of actions and how to best support the pupil in ensuring behaviours are not repeated. School work will be provided for any pupil that is given a fixed term exclusion with the expectation that this is completed and returned to the class teacher on re-admittance.

A written record of all exclusions and reintegration meetings will be kept on file. A risk assessment may need to be carried out for a pupil returning to school and this will be discussed as part of a TAC meeting.

The Head of School may exclude a pupil permanently but cannot change the length of a fixed term exclusion or convert it into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a fixed term exclusion may in effect be 'extended' by issuing a further fixed term exclusion to begin immediately after the first period ends; or issue a permanent exclusion to begin immediately after the end of the fixed-term. In the occurrence of an exclusion, parents/carers will be informed and full reasons outlined for the exclusion. Parents/carers will be informed that they can appeal the exclusion to the governing body with the process being explained to the parent/carer by school.

Fixed term exclusions are reported by the Head of School to the Chair of Governors and any permanent exclusions reported to the Trust, the Local Authority and the governing body.

8.1 Appealing and Exclusion

The governing body cannot exclude a pupil or change the period of a fixed term exclusion. They are responsible for overseeing the appeals process should this matter arise. A discipline committee made up of three members considers an appeal on behalf of the governors, taking into account the circumstances surrounding the exclusion and any representation from parents/carers, the Trust and the Local Authority if permanent exclusion. The governing body's discipline committee will decide whether the pupil should be reinstated. If it is decided that a pupil should be reinstated, the Head of School must adhere to this ruling.



9.0 Bullying

At Wyndham Primary Academy we aim to provide a safe, friendly and caring environment for all pupils and staff. It is everyone's personal and corporate responsibility to ensure everyone feels safe and valued as part of the school community. Children are educated in all forms of bullying and encouraged to actively seek support from school should they ever feel unsafe or anxious. Our GREAT expectations encourage children to understand, explore and value the individual differences of each stakeholder and instil good behaviour choices. We aim for parents/carers to feel confident that their children are safe and cared for in school and that any incidents are dealt with promptly as they arise.

9.1 What is bullying?

Bullying can be defined in a number of ways. We follow Department for Education (DfE) guidance which defines bullying as:

“Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally”. (DfE September 2007). To our pupils, this is communicated as ‘Several times on purpose’ (STOP).

Bullying can come in many forms:

Emotional – excluding others, teasing, being unfriendly

Physical – kicking, hitting, pushing or other forms of violence

Racist – graffiti, gestures, racial taunts

Sexual – unwanted physical contact or sexually abusive comments

Homophobic – language or gestures linked to an individuals' sexuality

Verbal – name calling, sarcasm, spreading rumours

Cyber – misuse of email or internet chat rooms, threats by mobile text messaging or call, misuse of camera or video technology, misuse of social media websites and apps

Bullying has been described by our pupils as:

- Pushing, shoving or blocking someone's path.
- Name calling about race or sex.
- Making fun of personal appearance, medical, disability, obesity, weight.
- Name calling about other things.



- Not deliberately speaking to other people.
- Threatening behaviour.
- Hitting, punching, kicking or pinching.
- Spreading rumours.
- Taking, hiding, damaging other people's belongings.
- Making people feel embarrassed or uncomfortable when they do something well.
- Making someone do something that they don't want to do.
- Insulting someone's family.
- Teasing repeatedly.
- Swearing.
- Ganging up on someone.
- Inciting other people to bully.
- Writing unpleasant graffiti.
- Spitting.
- Making bitchy comments.
- Writing unpleasant notes.
- Getting older brothers and sisters to bully for you.
- Mimicking.
- Sending unpleasant texts, e-mails or Facebook messages.
- Vandalising people's property.
- Picking on someone who has had something upsetting happen to them.

All our children have had input into these definitions and agreed them.

This school believes that:

- Bullying is undesirable and unacceptable.
- Bullying is a problem to which solutions can be found.
- Seeking help and openness are regarded as signs of strength not weakness.



- All members of the school community will be listened to and taken seriously.
- Everyone has the right to work and learn in an atmosphere that is free from fear.
- All of us have a responsibility to ensure that we do not abuse or bully others.
- Young people should talk to an adult if they are worried about bullying and have a right to expect that their concerns will be listened to and treated seriously.
- Young people should be involved in decision making about matters that concern them.
- We all have a duty to work together to protect vulnerable individuals from bullying and other forms of abuse.

10.0 Aims, Objectives and Targets in relation to bullying

10.1 Aims

Wyndham Primary Academy has the following aims with regard to bullying:

- To assist in creating an ethos in which attending school is a positive experience for all members of the school community.
- To make it clear that all forms of bullying are unacceptable at school.
- To enable everyone to feel safe while at school and encourage pupils to report incidences of bullying.
- To deal effectively with bullying.
- To support and protect victims of bullying and ensure they are listened to.
- To help and support bullies to change their attitudes as well as their behaviour and understand why it needs to change.
- To liaise with parents and other appropriate members of the school community.
- To ensure all members of the school community feel responsible for combating bullying.

10.2 Objectives

Wyndham Primary Academy has the following objectives with regard to bullying:

- To ensure all parents and pupils have received and had opportunity to comment upon the school anti-bullying policy.
- To maintain and develop effective listening systems for pupils and staff within the school.



- To involve all staff in dealing with incidents of bullying effectively and promptly.
- To equip all staff with the skills necessary to deal with bullying.
- To involve the wider school community (e.g. midday supervisors) in dealing effectively with, and if necessary referring, bullying incidents.
- To communicate with parents and the wider school community effectively on the subject of bullying.
- To acknowledge the key role of the class teacher/ form tutor in dealing with incidents of bullying.
- To ensure that all incidents of bullying are recorded and appropriate use is made of the information and where appropriate shared with relevant organisations.

10.3 Targets

In addition to the Aims and Objectives, Wyndham Primary Academy strives to achieve the following targets in relation to bullying:

- To ensure all governors, parents, pupils, teaching and non-teaching staff have seen and had the opportunity to discuss the policy.
- To ensure all incidents of bullying are recorded.
- To have no incidents of bullying at all.

11.0 Code of Conduct

Wyndham Primary Academy recognises that all adults in the school are in effect role models for the children. The way in which we behave towards each other and to children is particularly important in terms of providing positive role models. Therefore, as adults we must:

- Show respect for every child and other colleagues within the school community as individuals.
- Be aware of vulnerable children.
- Criticise the behaviour rather than the child.
- Avoid favouritism.
- Be seen to be fair.
- Avoid labelling.
- Have high expectations of students.



- Never give children ammunition to use against each other.
- Actively seek to develop a praise culture within the school.

Young people also have a responsibility to role model appropriate behaviour for their peers. We therefore believe that all pupils must:

- Show respect for their fellow pupils and adults working within the school community.
- Support and be sensitive to others when they may be feeling vulnerable.
- Actively seek to develop a praise culture within the school.
- Actively support the school anti-bullying policy.
- Take responsibility for their own behaviour.

12.0 Equal Opportunities

Every member of the school community is entitled to expect equality of protection from bullying as well as protection and support from school policies and procedures designed to ensure that the school remains a safe environment in which to teach and learn. In the recording of bullying instances the school will distinguish between types of bullying and the gender and ethnicity of victims and perpetrators.

13.0 Procedures for Dealing with Incidents of Bullying – A Whole School Approach

Pupils and staff should follow the school guide to reporting and dealing with bullying incidents. (See Appendix 2 for Anti-Bullying Immediate Response Chart). Every stakeholder within the school, community has a responsibility in ensuring pupils and staff feel safe from harm and bullying.

The Head of School has overall responsibility for the implementation of the policy and ensuring all staff are aware it and know how to deal with incidents of bullying. They also keep a central log of bullying incidents and ensures any necessary follow up occurs with all parties involved.

Staff and pupils are educated in all forms of bullying so they have a clear understanding of the matter. Staff take all forms of bullying seriously and act swiftly to intervene and stop incidents of bullying. Teachers attempt to support all pupils and establish an ethos of trust and respect for all using positive behaviour management as the basis.

Parents/carers are encouraged to be involved in all areas of school life. Any incidents of suspected bullying should be reported to the child's class teacher immediately. Parents have a responsibility to follow this policy and actively encourage their children to be a positive member of the school.



13.1 Advice for Parents/Carers

If you suspect your child has been bullied:

- Calmly talk with your child about his/ her experiences.
- Make a note of what your child says including who was involved, how often the bullying has occurred, where it happened and what happened.
- Reassure your child that he/ she has done the right thing to tell you about the bullying.
- Explain to your child that should any further incidents occur he/she should report them to a teacher immediately.
- Make an appointment to see your child's teacher.
- Explain to the teacher the problems your child is experiencing.

When talking with teachers about bullying:

- Try to stay calm and bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
- Be as specific as possible about what your child says has happened, give dates, places and names of other children involved.
- Make a note of what action the school intends to take.
- Ask if there is anything you can do to help your child or the school.
- Stay in touch with the school and let them know if things improve as well as if problems continue.

If you are not satisfied:

- Check with the school Behaviour, Discipline and Anti-bullying Policy to see if agreed procedures are being followed.
- Discuss your concerns with the parent governor or other parents.
- Make an appointment to discuss the matter with the Head of School and keep a record of the meeting.
- If this does not help write to the Chair of Governors explaining your concerns and what you would like to see happening.
- Contact the Spencer Academies Trust in order to ensure the Governors respond to your concerns.

If your child is bullying others:



- Talk with your child and explain that what he/she is doing is unacceptable and makes other children unhappy.
- 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 you can work together to stop him/ her bullying others.
- Regularly check with your child how things are going at school.
- Give your child lots of praise and encouragement when he/ she is co-operative or kind to other people.

If your child is experiencing any form of electronic bullying:

- Ensure your child is careful whom they give their mobile phone number and e-mail address to.
- Check exactly when a threatening message was sent.
- Where necessary report incidents to the police.

14.0 Strategies to Reduce Bullying

The school adopts a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and bullies including:

- Co-operative group work.
- Circle Time.
- Circle of Friends.
- The support group approach/No Blame Approach.
- Peer mediation.
- Midday supervisor training.
- Peer counselling.
- Buddy systems.
- PSHE programmes.
- Self-esteem workshops.



- Worry boxes.
- Anti-bullying/achievement assemblies
- Mini leaders.
- Mindfulness

15.0 Confidentiality

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Child protection procedures must be followed when any disclosures are made.

It is very rare for a pupil to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement whether or not a third party needs to be informed. This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the pupil may be experiencing.
- The pupil's age, maturity and competence to make their own decisions.

Where it is clear that a pupil would benefit from the involvement of a third party, staff should seek consent of the pupil to do so. If appropriate, staff might inform the third party together with the pupil. Unless clearly inappropriate, pupils will always be encouraged to talk to their parent/ guardian.

An underlying principle in supporting pupils in our school is that all children are listened to sensitively and objectively and all incidences of bullying will be taken seriously.

Although the school cannot guarantee confidentiality pupils will be informed of national and local help-lines, if appropriate, where confidentiality can be maintained..

16.0 Support for Pupils who Experience Bullying

If you are being bullied:

- Tell an adult or somebody you trust what has happened straight away.
- Get away from the situation as quickly as possible.
- Try to stay calm and look as confident as you can.
- Be firm and clear – look them in the eye and, if possible, tell them to stop and tell them how you feel.

After you have been bullied

- Tell a teacher or another adult you trust within school.



- Tell your family.
- If you are scared to tell a teacher or adult on your own, ask a friend to go with you.
- Keep on speaking until someone listens and does something to stop the bullying.
- Don't blame yourself for what has happened

When you are talking to an adult about bullying, be clear about:

- What has happened to you.
- How often it has happened.
- Who was involved.
- Who saw what was happening.
- Where it happened.
- What you have done about it already.

If you experience bullying by mobile phone text messages or e-mail:

- Tell a friend, parent or teacher.
- Be careful who you give your mobile phone number or e-mail address to.
- Make a note of exactly when a threatening message was sent.

For contacts and details of where to seek help outside school see appendix.



Appendix 1

Advice On The Use Of Reasonable Force



Key points

- School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.
- “All schools” include Academies, Free Schools, independent schools and all types of maintained schools

What is reasonable force?

The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

‘Reasonable in the circumstances’ means using no more force than is needed.

As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control pupils or to restrain them.



The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Reference: Section 93, Education and Inspections Act 2006

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

Power to search pupils without consent

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:

- 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.



- Force cannot be used to search for items banned under the school rules. Separate guidance is available on the power to search without consent – see the 'Further sources of information' section for a link to this document.

Reference: Section 550ZB(5) of the Education Act 1996

Communicating the school's approach to the use of force

Every school is required to have a behaviour policy and to make this policy known to staff, parents and pupils. The governing body should notify the headteacher that it expects the school behaviour policy to include the power to use reasonable force.

There is no requirement to have a policy on the use of force but it is good practice to set out, in the behaviour policy, the circumstances in which force might be used. For example, it could say that teachers will physically separate pupils found fighting or that if a pupil refuses to leave a room when instructed to do so, they will be physically removed.

Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).

Schools do not require parental consent to use force on a student.

Schools should not have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.

By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.

Using force

A panel of experts identified that certain restraint techniques presented an unacceptable risk when used on children and young people. The techniques in question are:

- the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the 'double basket-hold' which involves holding a person's arms across their chest; and
- the 'nose distraction technique' which involves a sharp upward jab under the nose.



Staff training

Schools need to take their own decisions about staff training. The headteacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so.

Reference: Physical Control in Care Medical Panel - 2008

Some local authorities provide advice and guidance to help schools to develop an appropriate training programme.

Telling parents when force has been used on their child

It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents.

In deciding what is a serious incident, teachers should use their professional judgement and consider the:

- pupil's behaviour and level of risk presented at the time of the incident;
- degree of force used;
- effect on the pupil or member of staff; and
- the child's age.

What happens if a pupil complains when force is used on them?

All complaints about the use of force should be thoroughly, speedily and appropriately investigated.

Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.

When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.

Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance (see the 'Further sources of information' section below) where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.

Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.



If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.

References to parent or parents are to fathers as well as mothers, unless otherwise stated.

Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.

As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

What about other physical contact with pupils?

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

Frequently Asked Questions

Q: I'm worried that if I use force a pupil or parent could make a complaint against me. Am I protected?

A: Yes, if you have acted lawfully. If the force used is reasonable all staff will have a robust defence against any accusations.

Q: How do I know whether using a physical intervention is 'reasonable'?

A: The decision on whether to physically intervene is down to the professional judgement of the teacher concerned. Whether the force used is reasonable will always depend on the particular circumstances of the case. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means the degree of force used should be no more than is needed to achieve the desired result. School staff



should expect the full backing of their senior leadership team when they have used force.

Q: What about school trips?

A: The power may be used where the member of staff is lawfully in charge of the pupils, and this includes while on school trips.

Q: Can force be used on pupils with SEN or disabilities?

A: Yes, but the judgement on whether to use force should not only depend on the circumstances of the case but also on information and understanding of the needs of the pupil concerned.

Q: I'm a female teacher with a Year 10 class - there's no way I'd want to restrain or try to control my pupils. Am I expected to do so? **A:** There is a power, not a duty, to use force so members of staff have discretion whether or not to use it. However, teachers and other school staff have a duty of care towards their pupils and it might be argued that failing to take action (including a failure to use reasonable force) may in some circumstances breach that duty.

Q: Are there any circumstances in which a teacher can use physical force to punish a pupil?

A: No. It is always unlawful to use force as a punishment. This is because it would fall within the definition of corporal punishment, which is illegal.

Further sources of information

Other departmental advice and guidance you may be interested in:

- Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders (2002)
- Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties (2003)
- Screening, searching and confiscation – advice for headteachers, staff and governing bodies.
- Dealing with allegations of abuse against teachers and other staff – guidance for local authorities, headteachers, school staff, governing bodies and proprietors of independent schools

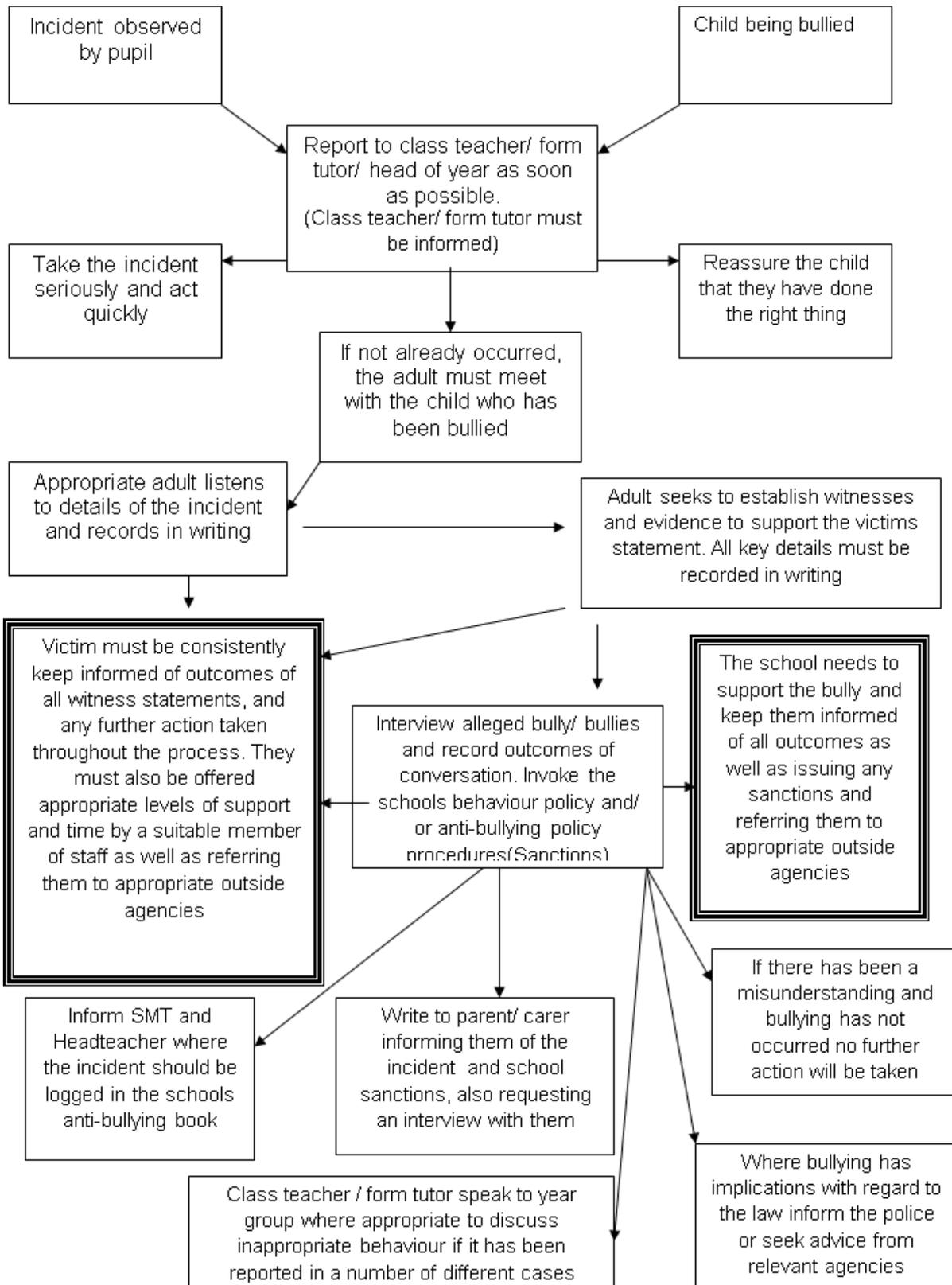
Associated resources (external links)

- Police and Criminal Evidence Act 1984 (PACE) Code G: Revised Code of Practice for the Statutory Power of Arrest by Police Officers



Appendix 2

Anti-Bullying Immediate Response Chart





Appendix 3

School Bullying Incident Form



This report will be held in strict confidence and will not be made available to any outside persons or agencies.

Report from _____
 School name _____

Date of incident _____
 Time of incident _____

Ethnic origin of victim _____
 Ethnic origin of perpetrator _____

Indicate type of incident – please tick

Name calling	<input type="checkbox"/>	Teasing	<input type="checkbox"/>	Physical abuse	<input type="checkbox"/>
Having personal possessions taken	<input type="checkbox"/>	Receiving abusive text messages or e-mails	<input type="checkbox"/>	Being forced to hand over money	<input type="checkbox"/>
Being forced into something against their will	<input type="checkbox"/>	Being ignored or left out	<input type="checkbox"/>	Other (please specify)	<input type="checkbox"/>

If you feel the bullying incident was in any way motivated by any of the following please indicate with a tick.

Appearance	<input type="checkbox"/>	Disability	<input type="checkbox"/>
Gender	<input type="checkbox"/>	Race/ ethnic origin	<input type="checkbox"/>
Religion	<input type="checkbox"/>	Sexuality	<input type="checkbox"/>

Brief description of incident

Action taken



Please tick if the incident led to perpetrator being excluded

Have you had contact with the victim's parent/ guardian? yes/no

Have you had contact with the perpetrator's parent/ guardian? yes/no

Have you reported this incident to any other agencies? yes/no

If 'yes' which agencies? _____

Signed _____ Designation _____

Return to named senior manager within school.



Appendix 4

Local and National Contacts



National Contacts

Telephone Numbers

Childline

Telephone number 0800 1111

(Open 24 hours a day)

For children who are deaf or hard of hearing textphone service 0800 400222

NSPCC

Telephone number 0808 800 5000

A registered charity dedicated to stopping cruelty to children

Kidscape

Telephone number 020 7730 3300

(Bullying councillor available Monday - Friday 10.00am-4.00pm)

Anti Bullying Campaign

Telephone number 0207 378 1446

(Advice line for parents and children 9.30am-5.00pm)

Advisory Centre for Education

Telephone number 0207 354 8321

(Advice line for parents on all school matters open Monday – Friday 2.00pm-5.00pm)

Ofsted

Telephone number 07002 637833

e-mail: freepublications@ofsted.gov.uk

Parentline Plus



Telephone number 0808 800 2222

(National helpline for parents Monday - Friday 9.00am-9.00pm, Saturday 9.30am-5.00pm, Sunday 10.00am-3.00pm)

Useful websites regarding bullying in schools

BBC Bullying Survival Guide

www.bbc.co.uk/education/bully/index.htm

Provides information, guidelines for dealing with all aspects of bullying, a help and resources list and accounts of celebrities who were bullied when they were at school

Childline

www.childline.org.uk

Gives details on the CHIPS initiative and other information regarding bullying

Kidscape

www.kidscape.org.uk

Gives advice and support for victims, schools and parents

Bullying Online

www.bullying.co.uk

A registered charity, which contains advice for both parents and pupils

NSPCC

www.nspcc.org.uk

A registered charity dedicated to stopping cruelty to children

Bullyweb

www.uclan.ac.uk/facs/science/psychol/bully/bully.htm

A research site with links to other sites on bullying

Peer Support Networker

www.peersupport.co.uk



Newsletter linked to Peer Support Forum