



POLICY AND PROCEDURES
FOR PROMOTING POSITIVE ATTITUDES, VALUES AND
BEHAVIOURS

RESPONSIBILITY: SCHOOL LEADERSHIP TEAM (SLT)

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Introduction

This document is a statement of the aims, principles, procedures and strategies for promoting positive attitudes, values and behaviour at The Royal School. It also sets out procedures for managing unacceptable behaviours and attitudes.

The Legal Framework

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

The Education and Inspections Act 2006

Provides for school staff to have a legal power to use reasonable force to prevent children from hurting themselves or others, from damaging property or from causing disorder.

The Children Act 1989

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

The Equality Act 2010

Introduced a public sector Equality Duty with which schools are required to comply. Schools are required to eliminate unlawful discrimination, harassment and victimisation.

The Malicious Communications Act 1988

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

The 2011 Education Act

Provides for Principals and staff authorised by them to search children, without consent where they suspect children are in possession of certain prohibited items.

Keeping Children Safe in Education 2022

This is statutory guidance from the Department for Education (the department) issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014, and the Non-Maintained Special Schools (England) Regulations 2015.

The policy is reviewed annually, usually at the start of the academic year. The executive summary defines the outline of the document, its purpose, rationale, key principles and broad actions (aims) as well as Governors' level of monitoring and evaluation of the effectiveness of the internal management and delivery of the policy and its practices.

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

Purpose

The purpose of this document is to:

- Outline our commitment as a school community to promoting positive behaviour and strong supportive relationships
- Provide environments where learning and teaching are effective and create positive impact for the individual and the whole community
- Give clear definitions of desirable and unacceptable behaviour
- Outline our recognition for both positive and negative behaviour detailing the rewards and consequences (sanctions)
- Provide a clear framework of procedures
- Promote good and consistent practices in behaviour management

Aims

- To encourage a calm, purposeful, happy and safe atmosphere within our school.
- To develop a real understanding of personal rights and responsibilities.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To promote respect for all and an intolerance of poor behaviour, bullying and any form of harassment.
- To highlight our school values of respect, community, initiative, trust and risk in our everyday approach to positive behaviour management.
- To promote increasing independence, personal behaviour management and self-regulation so that each child learns to accept responsibility for his/her own behaviour.
- To promote proper regard for healthy relationships, pupil to pupil; adult to pupil; pupil to adult.
- To reinforce the difference between right and wrong through healthy choices.
- To have a whole school, consistent approach to behaviour with parental cooperation and involvement.
- To agree boundaries of acceptable behaviour clearly and to ensure safety through an ongoing process of consensus around class and school codes and consequences.

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

The Policy applies when the pupil is in school but also when the pupil is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school.

Or to behaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school.

Principles

The principles that underpin our schools' high-quality learning environments are our five core values of Trust, Respect, Initiative, Community and Risk.

Related documents:

- Safeguarding policy
- Curriculum Policy (including Learning, Teaching and Assessment)
- Inclusion and SEND Policy
- Policy for SMSC development
- Home School Agreement

Roles and Responsibilities

Pupils' responsibilities are:

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

Parents' responsibilities are:

- To show an interest in all that their child/children does/do at school
- To be aware of and support school rules and expectations
- Attend progress meetings, review meetings and assemblies
- To support all home learning activities
- To support the school's framework for social education
- To support the school in implementing and maintaining the policy and the home-school agreement
- To provide a good example for behaviour at home
- To ensure good attendance (97%+) and punctuality at school
- To take family holidays outside term time.
- To support the school uniform guidance
- To keep school informed about any change in family/personal circumstance or behaviour of their child/children which may impact on their school experiences
- To accept responsibility for the conduct of their children at all times

Teachers and Teaching Assistants' responsibilities are:

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

- To actively support and monitor behaviour through any active provision maps.

Middle leader's responsibilities are:

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

Vice Principals' responsibilities are:

- To provide clear leadership and support for the school's behaviour policy.
- To liaise with and support middle leaders, SENCo, SLT and staff
- To liaise and communicate with parents and SLT as required
- To ensure the school's policies and processes are being carried out consistently and to good effect.
- To foster, lead and sustain an atmosphere of positive relationships and effective communication
- To access relevant external and additional resources in order to meet children's more complex behaviour needs
- To share good and effective practice.
- To uphold systems for dealing with serious and persistent behaviour issues.

The SENCO's responsibilities are:

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

The Principal's responsibilities are:

- To ensure the health, safety and welfare of all children in the school by:
 - Monitoring and implementing strategies which secure high standards of behaviour and attendance
 - Supporting staff in the implementation of the policy
 - Reporting to governors on the effectiveness of the policy
 - Making informed decisions about suspensions or permanent exclusions

Prefects and duty staff responsibilities are:

- To help to maintain a calm, safe and orderly environment throughout the break and lunchtime periods.
- To build positive relationships with all children, treating them in a fair and consistent way.
- To liaise with the pastoral staff to keep up to date with individual children's needs.
- To inform staff about any emerging and potentially serious relationship issues.
- To inform class/form tutors if children have caused conflict or not shown respect for midday supervisors' or duty staff's requests.

Governors' responsibilities are:

- To work with the Principal, leaders and staff in formulating, implementing and monitoring the behaviour policy

- To ensure the school's behaviour policy promotes and achieves positive behaviour
- To support the Principal in the monitoring of attendance and exclusions of different groups of pupils including Looked After Children and those from ethnic groups
- To form a Governors' Discipline committee which meets on a regular basis
- To recognise the qualities and abilities of interviewees in following the requirements of the Behaviour Policy and the Safer Working Practices during the recruitment and selection processes
- To take account of the physical requirements of maintaining behaviour when planning structural changes to the school and its environment
- To ensure that resources in school meet and support the behaviour policy

What staff do to encourage good behaviour:

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

What staff do to develop good partnerships with parents

- Demonstrate inclusive attitudes and actions
- Offer regular, informal contact with teachers
- Provide good communication channels including the use of the parent app.
- Highlight the role and effect of our Home School agreement
- Hold regular parents evenings.
- Plan programme of open days, productions and PTA fund raising events
- Provide an induction programme for children entering the school at Year 7 but within the year which involves home visits, where necessary. This includes an extended programme for those few not from our own primary school.
- Welcome other parental contributions such as organising resources, accompanying educational visits, providing transport for children and helping with extra-curricular activities
- Have a clear policy for children with additional needs which involves parents from the outset
- Put procedures in place for the monitoring of homework through Teams

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

- School councils meet regularly to raise and discuss whole school and/or specific issues

- A programme of Personal, Social and Health Education designed to promote mutual respect, self-regulation and social responsibility in addition to work on relationships and feelings
- A programme of Religious Education which includes ethical and moral issues
- A pastoral programme delivered through tutor time activities and discussions.

Unacceptable behaviour, including bullying, discrimination and serious incidents

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

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

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

Please refer to **Appendix 1 Sanctions** - procedures for unacceptable behaviour in the Senior School, **Appendix 2** for the Primary.

Bullying

The Royal School is totally against any form of bullying or any behaviour that makes others feel uncomfortable. Bullying is a behaviour by an individual or group, usually repeated over time that willfully hurts another individual or group and makes them unhappy.

Bullying can be:

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

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

SLT will:

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

Actions may include:

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

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

Our commitment to eradicating bullying

Staff want any child who feels they are being bullied to TELL someone. Children are encouraged to;

- Be proud of who they are
- Be assertive - saying 'NO!'
- Walk confidently away
- Go straight to a member of the school staff
- Tell any adult they trust straight away
- Understand that staff will take them seriously and will deal with bullies in a way which will end the bullying and will not make things worse for them.

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

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

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

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

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

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

Discrimination

The Royal School is against any form of discrimination, direct or indirect, and is fully committed to ensuring that in our very diverse community, any form of discrimination is dealt with severely and seriously regardless of the level of harm it may cause.

Discrimination can be defined as the unjust or prejudicial treatment of different categories of people.

Any issues of discrimination, as defined in **The Equality Act**, such as racism, homophobia, age, gender, sexual or any other form, will be thoroughly investigated and appropriate sanctions applied. There will also be education and restoration sessions for both the victim and assailant to ensure that harmony is restored and a correction of behaviour is achieved. Discrimination is a behaviour by an individual or group that willfully hurts another individual or group and makes them unhappy. Our main aim is to eradicate any form of discrimination in our community and this is communicated clearly with all students, staff, families and stakeholders of The Royal School Community. Students are encouraged to report any such treatment received or witnessed to a member of staff and these concerns will be passed on to the Senior Leadership Team to be dealt with.

APPENDIX 1 - Senior school

Academic classroom management procedure

Stage	Action in class	Follow-up action	Responsibility
PREPARE	Build relationships, make expectations and routines clear. Know your pupils, plan for challenging and differentiated learning, plan potential rewards and specific classroom management strategies in advance.		Subject teacher
Look	A stern look using a non-verbal gesture to reinforce expectations. (informal warning)		Subject teacher
Warn C1	A verbal warning to the pupil to correct their action. (formal warning)		Subject teacher
Move C2	Move the pupil to another seat within the classroom.	Record by issuing a behaviour point on sims, 10-minute subject teacher detention.	Subject teacher
Remove C3	Ask the pupil to move to another classroom as per department rota (escorted by a TA/other pupil if necessary).	Record by issuing a behaviour point on sims, 20-minute subject teacher detention and phone call home, notify form tutor.	Subject teacher
Reflection C4	Removed from the rota classroom	The rest of the day is spent in reflection working individually.	Head of House\Wellbeing staff
Persistent 'move' stage in 3 or more lessons	Continue to move seats within the classroom.	Record by issuing a behaviour point on sims, 20-minute subject teacher detention and phone call home, notify form tutor and Head of House.	Subject teacher
Persistent 'remove' stage in 3 or more lessons	Continue to move to another classroom as per department rota (escorted by a TA/other pupil if necessary).	Record by issuing a behaviour point on sims, 30-minute subject leader detention and phone call home, notify form tutor and Head of House.	Subject leader
Late to lesson	A verbal warning to the pupil. Mark L in the register and record minutes late.	Whole school HOH/Friday detention for the number of minutes late.	Subject teacher/HOH
Persistent late to lesson (3 or more)	A verbal warning to the pupil. Mark L in the register and record minutes late.	Record by issuing a behaviour point on sims, subject teacher detention for 20 minutes, phone call home, notify form tutor.	Subject teacher
Failure to complete homework	Give another opportunity to pupil to hand in the next day or next lesson.	If not handed in after second opportunity record by issuing a behaviour point on sims, subject teacher detention to complete homework.	Subject teacher
Persistent failure (3 or more) to complete homework	A verbal warning to the pupil to improve this in the future.	Record by issuing a behaviour point on sims, longer subject teacher detention to complete homework and email home, notify form tutor.	Subject teacher
Failure to attend detention	Give another opportunity to pupil to attend detention and increase length of detention.	Record by issuing a behaviour point on sims and increase the length of the detention.	Subject teacher
Persistent failure (2 or more) to attend detention	Place in subject leader detention.	Record by issuing a behaviour point on sims, 30-minute subject leader detention and phone call home, notify form tutor and Head of House. After subject leader detention, a Friday detention may be issued if necessary.	Subject leader
Form report No improvement following 'persistent' stage	Place on form tutor report, meet with pupil, form tutor and subject leader to agree targets.	Weekly feedback to parent/carer on progress made by email/phone call home by SL, notify HOH, report scanned by FT and uploaded to linked documents on sims.	Subject Leader/ Form tutor
HOH report No improvement following form tutor report	Place on HOH report, meet with pupil, form tutor and HOH to agree targets.	Subject teacher and subject leader to attend face to face meeting with parent/carer, notify FT and HOH (they may wish to attend). Weekly feedback to parent/carer on progress made by email/phone call home by HOH, report scanned by HOH and uploaded to linked documents on sims.	HOH

SLT report No improvement following HOH report	Arrange further face to face meeting with parent/carer. Place on SLT link report.	Subject leader and HOH to attend face to face meeting with parent/carer, notify form tutor and SLT link (they may wish to attend).	HOH /SLT link
Defiance/serious incident	Contact heads of house email group or call reception for any immediate support needed in classroom.	Subject teacher to record by issuing a behaviour point on sims, discuss appropriate follow-up action with person who attends to support. (HOH/Friday/SLT detention), consider time in nurture centre.	HOH/wellbeing team

Pastoral classroom management procedure

Stage	Action in form time	Follow-up action	Responsibility
Incorrectly worn uniform/jewellery/make-up	Issue with note to inform teachers the form tutor is aware of uniform issue. Jewellery/makeup to be removed.	Form tutor to call home and reinforce expectations with parent/carer.	Form tutor
Persistent incorrectly worn uniform/jewellery/make-up (3 or more times)	Issue with note to inform teachers the form tutor is aware of uniform issue. Consider sending home to change (HOH to make decision) Jewellery/makeup to be confiscated.	Form tutor to call home and reinforce expectations with parent/carer. Head of House or wellbeing team to call home when sending pupils home to change.	Form tutor HOH/wellbeing team
Incorrect equipment	A verbal warning to the pupil to correct and bring correct equipment the following day.		Form tutor
Persistent incorrect equipment (3 or more times)	Place in form tutor detention	Record by issuing a behaviour point on sims, and form tutor to call home and reinforce expectations with parent/carer.	Form tutor
Late	A verbal warning to the pupil. Mark L in the register and record minutes late.	Form tutor detention for the number of minutes late.	Form tutor
Persistent late (3 or more times)	HOH lunch detention or Friday detention depending on overall minutes late.	Record by issuing a behaviour point on sims, and phone call home, notify Head of House.	Form tutor
Failure to attend detention	Give another opportunity to pupil to attend detention.	Record by issuing a behaviour point on sims and increase the length of the detention.	Form tutor
Persistent failure to attend detention	Place in Head of House lunchtime detention.	Record by issuing a behaviour point on sims, 30-minute HOH lunch detention and phone call home, notify Head of House. After HOH detention a Friday detention may be issued if necessary.	Head of House
No improvement beyond 'persistent' stage	Place on form tutor report, meet with pupil and subject leader to agree targets.	Weekly feedback to parent/carer on progress made by email/phone call home, form tutor report scanned and uploaded to linked documents on sims, notify Head of House,	Form tutor
No improvement beyond form tutor report	Place on Head of House report, meet with pupil and form tutor to agree targets.	Weekly feedback to parent/carer on progress made by email/phone call home, HOH report scanned and uploaded to linked documents on sims, notify form tutor and SLT link.	Head of House
No improvement following HOH report	Place on SLT link report, meet with pupil and SLT link to agree targets.	Form tutor and Head of House to attend face to face meeting with parent/carer, notify SLT link. Weekly feedback to parent/carer on progress made by email/phone call home and SLT link report scanned and uploaded to linked documents on sims. Consider time in nurture centre.	SLT link

No improvement following SLT link report	Arrange further face to face meeting with parent/carer.	Head of House and SLT link to attend face to face meeting with parent/carer, notify form tutor (they may wish to attend). Consider time in nurture centre.	SLT link
Out of class incident e.g. corridors, playground, during break or lunch	Depending on severity of incident HOH lunch detention or Friday detention.	Record by issuing a behaviour point on sims, notify Head of House and form tutor. consider time in nurture centre.	HOH/wellbeing team
Defiance/serious incident	Contact heads of house email group or call reception for any immediate support needed in classroom.	Subject teacher to record by issuing a behaviour point on sims, discuss appropriate follow-up action with person who attends to support. (HOH/Friday/SLT detention). consider time in nurture centre.	HOH/wellbeing team

Monitoring of behaviour points

No. of points	Action	Follow-up action	Responsibility
10	Discuss with pupil on a one-to-one basis.		Form tutor
20	Further discussion with pupil on a one-to-one basis.	Phone call home to parent/carer.	Form tutor
30	HOH lunch detention issued. Pupil to meet with HOH.	Face to face meeting with parent/carer.	Form tutor
40	Friday detention issued. Pupil to meet with HOH.	Face to face meeting with parent/carer.	Head of House
50	SLT detention issued. Pupil to meet with SLT link.	Face to face meeting with parent/carer, behaviour contract issued.	HOH and SLT link
60	Saturday detention issued. Pupil to meet with Principal.	Face to face meeting with parent/carer, review of behaviour contract.	Principal

Monitoring of achievement points

No. of points	Action	Follow-up action	Responsibility
25	Bronze Award Certificate in House assembly Uniform badge	Phone call home by the tutor	Form tutor
50	Silver Award Certificate in House assembly Uniform badge	Phone call home by the tutor	Form tutor
100	Gold Award Certificate in House assembly Uniform badge	Phone call home made by the Head of House.	Head of House
150	Platinum Award Certificate in House assembly Uniform badge	Phone call home made by the SLT link.	SLT link
200	Principal's Award Pupil invited to meet with the Principal Uniform badge	Award given at Prize Day, family invited to attend.	Principal
Further Recognition	Congratulations postcards Phone calls home 'Star of the Week'	Sent by the teacher upon the advice of any member of staff. They are sent out at the end of each week to arrive during the weekend. Call home to recognise positive behaviour	Any member of staff

	<p>Academic and effort prizes are presented at prize day.</p>	<p>Nominated by staff and given to Head of House. Names printed weekly in the newsletter.</p> <p>These are on recommendation by staff, pupils and families for recognition of a child's wider achievements as well as those attained within school.</p>	
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APPENDIX 2 – Primary School

Currently being updated

APPENDIX 3 - Exclusions

Any exclusion will depend upon;

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

An unprovoked attack will result in **at least** a 1 day suspension depending on the severity and can rise to a permanent exclusion if the incident is deemed to be of a very serious nature and the continued education of the assailant poses a significant risk to the rest of the community. Any violent attack on another member of our community will be treated very seriously regardless of the cause. Students receive education on positive choices, decisions, responsibilities and consequences. Our Behaviour Policy and Home-School Agreement makes our expectations very clear about the channels for students to voice their concerns. Any such exclusion will be reported to the Governors' disciplinary committee.

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

Our duty is to support all pupils –

- **Some need greater support,**
- **Some need less,**
- **Some just need reminding.**

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

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

Suspension or Permanent Exclusion.

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

- Physical assault on another child or member of staff
- Behaviour which wilfully places another child or a member of staff at serious risk of harm
- Constant disruption to the education of other children where other interventions have had no effect
- Deliberate and wilful damage to school property or the property of others
- Handling or supplying of prohibited substances on the school site
- The school will follow the most recent LA guidelines for exclusion.

If exclusion is decided to be appropriate the consultation by Principal with Chair of Governors and parent(s) concerned will be undertaken. Letters to all parties will confirm the decision and explain their rights of appeal.

Appendix 4a Class Behaviour Log

Class:

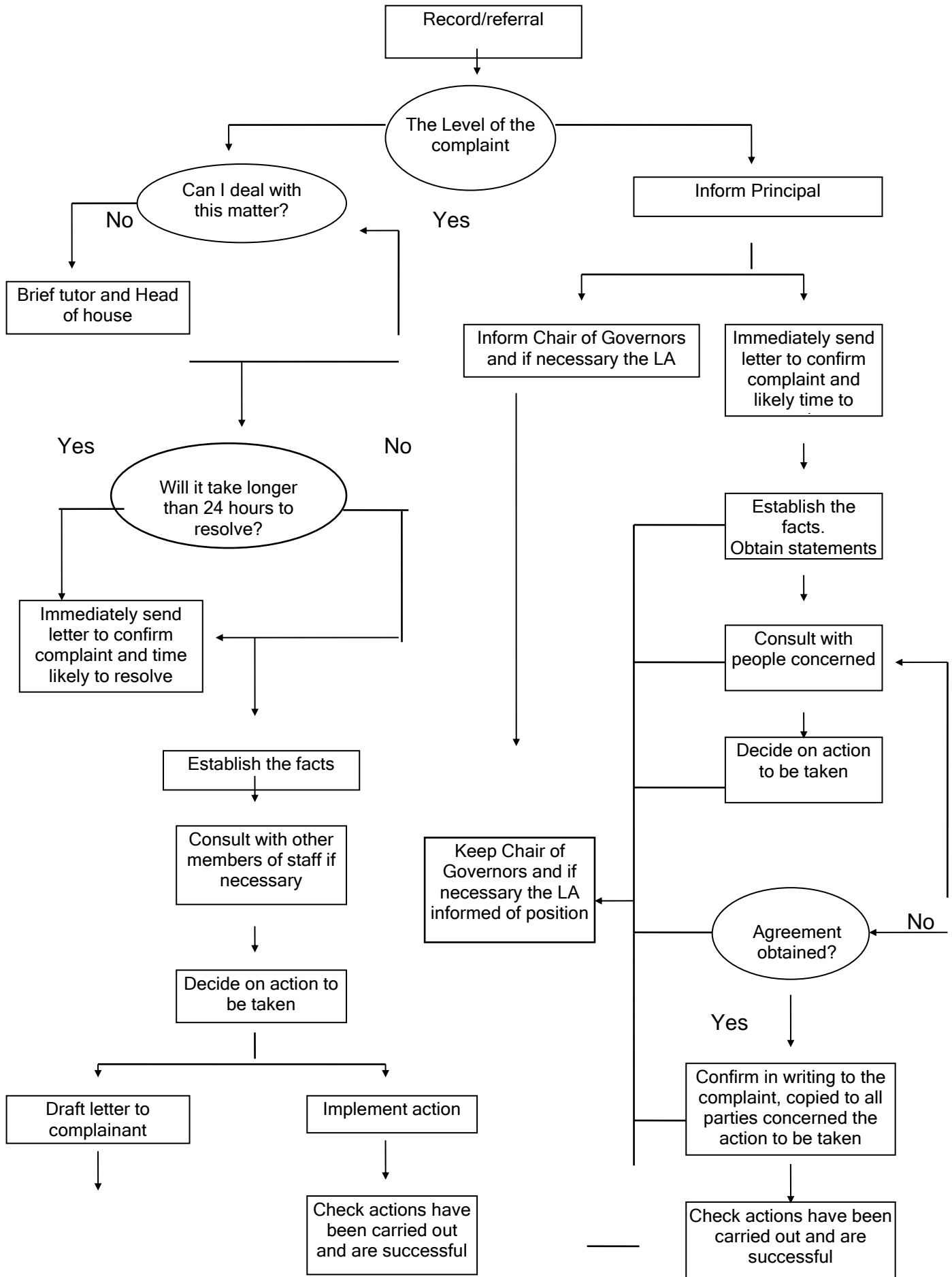
Name of child & Date	Antecedent	Behaviour	Action

Appendix 4b Individual Behaviour Log

Name: **Class:**

Date / Time / Place	Antecedent	Behaviour	Action

APPENDIX 5
Routine for Dealing with a Complaint (or concern)



APPENDIX 6

Use of Physical Restraint in the Management of Learning and Play Legal Framework

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

At The Royal School key staff have regular and cyclical training in 'positive handling and physical intervention' through certification.

Physical contact may occur under many circumstances (e.g. physical prompts, providing comfort). Staff should not feel inhibited in providing such support. This guidance only applies to those incidents where a member of staff needs to restrain a child in order to keep another child/ adult safe and would use no more force than is necessary. Physical restraint should avert danger by preventing or deflecting a child's action or perhaps removing a physical object which could cause harm to self or others. It is only likely to be needed if a child appears to be unable to exercise self –control of emotions or behaviour. The decision to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

(The use of reasonable force meaning using no more than needed)

Aims

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

Principles

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

Risk Assessment

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

Staff will attempt to reduce risk by successfully managing;

- the environment
- body language

- the way they speak
- the way they act

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

All behaviour plans will be agreed with parents and carers.

The school will consider the risks for children with SEN, disabilities or with medical conditions carefully and recognise the additional vulnerability of these groups.

If staff become aware that a pupil is likely to behave in a disruptive way they will plan responses e.g. behaviour audits, behaviour plans, involvement of family, involvement of early help.

Procedures

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

Recording

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

Reporting

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

Complaints

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

APPENDIX 7 (for both Senior and primary)

Use of Force or Restraint - INCIDENT RECORD

Pupil details:
Date, time, location of incident:
Names of staff and adults 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 staff involved, including any attempts to de-escalate and warnings given that force may be used:
Reason for using for and description of force:
Any injury suffered by staff or pupils and any first aid and/or medical attention required:
Reason for making a record of the incident:
Follow-up, including post-incident support and any disciplinary action against pupil(s)
Any information about the 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? Do not include details here.
Principal:..... Date:.....

Appendix 8 – Bullying and Guidance for Parents/Carers

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

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

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

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

- Bullying is a serious problem and can be very upsetting for both you and your child so it must be taken seriously.
- Bullying is frightening and children may find it hard to talk about being bullied or bullying others so it is important that you listen to your child calmly without interrupting and give them time to express their feelings, which may be different from your feelings as a parent. Talking about their situation and feeling listened to can lessen many of your child's worries.
- Find time to sit down with your child to talk to them about how they are feeling
- Make a note of what your child says has happened, who was involved, how often the bullying has occurred and specific details of incidents, or ask your child to keep a diary. Give your child a say in how they would like the situation to be dealt with, but be clear that it is important the bullying stops and that the school will be involved if there are any further incidents
- Reassure your child that he/she has done the right thing to tell you about the bullying
- Make an appointment to see your child's teacher in the first instance and as soon as possible. Give us any details you have in order that we can investigate the incident. If the incident involves cyberbullying, it is important that your child keeps a record of any text messages, emails or conversations that have taken place online wherever possible. Such records can further assist us in investigating the incident.

- Give us time to investigate the situation thoroughly and to respond to the situation in an appropriate manner. We will inform you of the outcome of the investigation
- In the meantime keep supporting your child.
- Encourage your child to continue attending school. This will help maintain any positive friendships your child has.

Praise and encourage your child and explore ways in which you can empower and help them to build or re-build their confidence. This may be by undertaking a new activity or just spending more time together. This may help your child feel confident enough to deal effectively with any bullying they encounter in the future. Their increased confidence may also have the effect of dissuading other children from any attempt to bully your child.

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

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

Appendix 9

Royal Wolverhampton School Bullying referral form



Name of person completing the form -
Today's date -

Name of pupil	
House – Tutor	
Date of incident	
Name(s) of aggressors	

How did you become aware of this situation?
Briefly describe what has occurred including when and where did the events occur

To be completed by HoH or Vice Principal

Action	Timescale	Name and position of person responsible	Date completed	action



Appendix 10

Reflection of my behaviour

Name.....

House.....

What do you think happened?

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.....
.....
.....

How do you feel about this?

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.....
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.....

How has it affected others? How have you made them feel?

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.....
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.....
.....

What will you do differently next time?

.....
.....
.....
.....
.....
.....

Signed

Date.....

SCREENING, SEARCHING AND CONFISCATION

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

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

Parents may be informed and the incident will be logged. Where weapons or illegal drugs are found, the police may be informed. In case of illegal drugs a drugs test maybe carried out.

DEALING WITH ALLEGATIONS OF ABUSE AGAINST TEACHERS AND OTHER STAFF

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

