



# The Wilnecote School

## Title of Policy:

**Behaviour and Discipline Policy 2024 (including Code of Conduct and Anti Bullying Policy)**

Member of leadership team with lead responsibility for oversight and update of policy	Mr L Thomas
Approved at SLT	November 24
Approved at Governing Body	December 24
Policy review cycle	Annually
Policy review date	Dec 25

# Behaviour and Discipline Policy (including Code of Conduct and Anti-Bullying Policy)

## 1. INTRODUCTION

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To be successful, a school must promote good behaviour among its students and create an orderly atmosphere for learning. This document sets out the main ways we achieve this at The Wilnecote School. It includes our *Code of Conduct for Students* and our *Anti - Bullying Policy* which outline the rules and guidance which we expect everyone to follow. The policy should be read in conjunction with our 'Ensuring Excellence' document and the restraint and physical intervention policy.

We aim to provide an orderly, caring learning community where ALL students have the right to learn and ALL teachers have the right to teach.



## 2. Rationale and Expectations of our Staff:

Our Behaviour Policy strives to improve classroom behaviour and enable more focused learning, leading to happier, well rounded students who develop an intrinsic motivation to learn and so achieve their potential. We are committed to the following:

- Teachers having high expectations, being role models in all that they do and working hard to form strong relationships with the young people they teach
- Students who go the extra mile in lessons and outside of the classroom are recognised and rewarded, in turn creating positive role models who help motivate other students to do the same
- Student achievement increases and low level disruption in classrooms is reduced through the development of clear communication and strong relationships with students, supported by a system that enables teachers to have immediate impact when recognising good behaviour, as well as implement appropriate intervention when witnessing poor behaviour
- Communication with families is strong to enable them to support their child, praising them when they have done well at school and working with the school to support them when they are struggling or need to consider their behaviour with us
- Students who are a cause of concern or struggling are identified and systems and structures are in place to support them to enable them to change their behaviour choices, involving teachers, team leaders, pastoral staff, SEN and Inclusion staff, parents/carers and outside agencies as appropriate

To support learning and behaviour in lessons and as part of recognised best practice, teachers will actively:

- Meet and greet students in a positive manner at the classroom entrance as they arrive to lessons
  - Check students are wearing the correct uniform and looking smart
  - Employ a carefully prepared seating plan to help enable students to work to their potential, changing it as and when they feel is appropriate
  - Deliver well planned and prepared differentiated learning opportunities that engage, challenge and enable students to be successful
  - Employ the Universal Approach to support all students in accessing the curriculum and achieving their potential
  - Praise and actively reward students when they work hard and try their best
  - Employ a range of classroom strategies as appropriate when students are not responding as you would expect them to, underpinned by clear communication that builds strong relationships
  - Demonstrate flexible consistency to bring students back on side, showing awareness of individuals, their needs and situations
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- Record when students continue to display poor behaviour, despite being given opportunities to change their behaviour choices
- Plan time to deliver homework in your lesson that adds value, allowing time for misconceptions to be addressed and for you to check it is recorded
- Plan time to ensure students are rewarded as appropriate to promote a positive learning ethos
- Dismiss students on time and in an orderly manner

### **3. CODE OF CONDUCT FOR STUDENTS**

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At The Wilnecote School, students are expected to treat others as they would wish to be treated themselves, showing courtesy and consideration to fellow students, staff, visitors and local residents. The Code exists to ensure that students are able to concentrate on their learning in a safe, orderly and pleasant atmosphere. It should be followed whenever students are representing The Wilnecote School, including on the way to and from school, whether walking, cycling or using the bus.

#### **In Class**

- Arrive at lessons punctually, respond to how your teacher chooses to begin their lesson and enter the room in an orderly way, ready to work.
- Abide by the rules of SLANT when in classrooms
- Bring all necessary equipment so that you do not have to borrow from others.
- Listen carefully to your teachers: follow their instructions and always try to answer their questions or tasks they set.
- Take part in class and group discussions. Make your own contributions and listen to other students, showing respect for their views.
- Work to the best of your ability and aim to complete all the tasks you have been set. Be resilient - even if you are finding it hard, give it a go.
- Take a pride in the appearance of your work.
- Ask for help if you do not understand or if you are not sure what to do.
- When working individually, concentrate on your own task; do not disturb other students.
- When working as part of a group or team, support and co-operate with fellow students.
- Complete and hand in all your homework on time.
- Be aware of the actions and targets your teachers have set to improve your performance and push yourself to achieve them.
- In practical areas, obey all safety rules and use appropriate safety equipment.
- Play your part in creating a pleasant atmosphere for learning.
- Depart lessons in an orderly way

#### **Around School and in the Community**

- Enter and leave school sensibly; do not run out of the drive.
- Ride your bicycle sensibly both to and from school and always wear a helmet on the road. Once on school site you should not be on your bike and should walk it when moving around the site with it.

- Walk in a sensible and safe manner in corridors following any one way systems and take care, especially on stairways.
- Only use toilets designated for your year group and leave areas clean and tidy and encourage others to do the same.
- Help keep the school site and the surrounding streets attractive by not dropping litter; use the bins provided.
- Respect the decisions made by staff and follow their instructions.
- Phones should not be accessed during the school day, once on site these should be put in bags and not used again until leaving school.
- Finish eating and drinking before going to lessons and organise your time so you are not late to begin learning. You may drink bottled water or squash during lessons, except in areas where this may create a Health and Safety concern. Teachers will inform students if there are such restrictions in their classrooms. All energy and fizzy drinks are banned from the school site and will be disposed of if seen. The school catering service will sell only drinks in line with healthy eating guidelines. No chewing gum is allowed on the school premises.
- The selling or supplying of items to other pupils on the school site is not permitted. Students should not be purchasing or receiving items to sell to other students and should this happen, the items will be confiscated and sanctions applied.
- All students are expected to speak to other members of the school community in an appropriate manner. Unacceptable verbal abuse to staff and peers will be dealt with seriously and appropriate sanctions issued.
- Smoking or vaping is not allowed anywhere on school premises and students should not smoke or vape on the way to or from school as they likely damage their health and bring the reputation of the school into disrepute. Such behaviour comes with a high risk of receiving sanctions.
- Fighting and physical assaults are unacceptable, all members of our school community have a right to be safe. If a student or students exhibit such behaviour, they should expect to receive serious sanctions ranging from internal isolation up to and including a permanent exclusion when deemed appropriate to ensure the safety of the school community.
- Should students bring the reputation of the school into disrepute or harm members of the school or wider community outside of school hours, we reserve the right to sanction students as we deem appropriate. Fighting, physical assaults, involvement with weapons or illegal substances, antisocial or dangerous behavior that involve our students, both on and off school grounds and before or after school hours, will either be dealt with by the school and/or referred to the police as is deemed appropriate on a case by case basis. As when dealing with incidents inside the school, sanctions ranging from internal isolation up to and including permanent exclusion can and will be applied to maintain the reputation of the school and to keep members of the school and wider community safe.
- If a student purposefully damages school property they should expect to receive a minimum of an internal isolation
- Should a student choose to truant lessons in school they should expect to receive a sanction for their actions, this will depend on the safeguarding risk they have caused and their willingness to comply with instructions when found.
- Should a student choose to leave the school site without permission from the school they will likely to face an internal isolation as a minimum sanction for putting themselves at risk and creating a major safeguarding concern.
- The school reserves the right to make judgements regarding the sanction applied and length of said sanction, based upon the evidence available and the probability of such behaviour having taken place. Whilst previous sanctions for similar offences will be considered, each incident will be decided upon a case by case basis.

## Personal Appearance and Property

- Always wear the correct school uniform, including blazer. Remember that a smart appearance helps create a good image for yourself and for the school. Refer to the school website and planner for uniform guidelines when purchasing shoes and other clothing to ensure you are meeting school expectations.
- Follow the guidelines on jewellery, makeup and hairstyles as found in the Uniform Code.
- Outdoor coats, scarves or gloves should not be worn around school and hoodies and sweatshirts are not part of our school uniform so should not be worn to, from or in school. They should not be seen in school.
- Please refer to uniform guidelines and expectations found on the school website and in planners for further details before purchasing items that may be deemed inappropriate.
- Look after your own belongings and respect those of other people.
- Mobile phones, MP3 players and Headphones should not be seen in school between the hours of 8.30am to 3.00pm. Should they be seen, they will be confiscated by staff, they will then returned to the pupil at the end of the school day. Should there be a situation when a student needs to contact a parent using their mobile device during the school day, they should speak to a member of the Pastoral Team and this will be facilitated if deemed appropriate.
- Should any student respond inappropriately to a teacher's decision to confiscate a mobile phone, sanctions will follow in line with the school's Behaviour Policy as outlined below
- The bringing to school of items including those that could be dangerous, construed as weapons, knives, imitation weapons, matches or fireworks is prohibited. Bringing items of this nature to school carries the serious risk of receiving a permanent exclusion from school to ensure the safety of our school community. We will liaise with the police as appropriate should such issues occur. Should students use weapons toward another member of the school community either inside or outside of school hours, they risk losing their place at the school as a permanent exclusion or move to another education provider will be seriously considered, to enable the victim to be able to come to school feeling safe and confident.
- If caught in possession of illegal narcotics when in school or clearly linked to them being brought onto or around the school site, serious sanctions will be applied as well as direction to external organisations to provide appropriate support. Should a student be suspected of or known to provide illegal narcotics to other students from our school community either in or outside of school, they place themselves at likely risk of receiving a permanent exclusion or being moved to another education provider as we have a duty to keep all members of our school community safe. We will liaise with the police as appropriate should such behavior occur.
- The school reserves the right to search students in line with Government policy as found in 'Searching, screening and confiscation - Advice for headteachers, school staff and governing bodies' - published by the Department for Education, January 2018'
- We aim to provide an orderly, caring learning community where ALL students have the right to learn and ALL teachers have the right to teach in a safe and supportive environment.

#### 4. REWARDS

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We expect all students to behave well, work hard and achieve their full potential. All students like to be praised for their effort and achievement. There are many ways in which the academic, sporting, social and cultural achievements of students are celebrated.

At The Wilnecote School, we offer a range of rewards to:

- Recognise the value of students' regular attendance, achievement, effort, service, and leadership within the school.
- Give positive encouragement to students to succeed and to contribute.
- Enhance staff-student relationships within the school.
- Improve students' sense of worth and self-confidence.

All staff should use the reward systems to acknowledge achievement and positive behaviour and should encourage students to value and participate in the reward systems.

##### **Value Points:**

In all classrooms we aim for praise to outweigh consequences. There should be an 80/20 ratio. We need to concentrate on **positive aspects of behaviour**.

Students have the opportunity to earn Value Points in the following ways:

- Going above expectations in terms of effort or perseverance (Excellence in class)
- Demonstrating positive values
- Good homework
- Tutor checks including planner, uniform and equipment to learn
- Extracurricular Attendance
- Service to the school
- Attending intervention classes after school
- Attendance

As a school, we are committed to increasing the profile of Value Points, both in and out of the classroom so there is greater focus on positivity within the school.

The Classcharts App will let parents and carers know whenever positive value points are awarded by staff, enabling them to praise their child for positive points received in school, reinforcing a partnership approach to supporting their child. Students will also have their own Classcharts App and be able to see who is awarding them points and what for.

##### **Verbal praise**

Staff should aim to praise students as often as possible; a quick, simple, personal and effective reward, that makes students feel valued and that their efforts are acknowledged.

##### **Postcards and letters of Praise**

Staff will acknowledge student attitudes through postcards that praise their contribution to school life, both in and out of the classroom. Both pastoral and curriculum leaders send postcards home to congratulate students on their excellent work, attitude and behaviour. These students are selected by their class teachers and tutors and are only sent to

students who are seen to be deserving of additional praise and recognition.

### **Celebration Assemblies and Events**

Celebration Assemblies and Events are held at the end of each term to promote positive attitudes demonstrated in the areas of attendance, behaviour and effort.

#### **Assemblies**

- Pastoral year leaders will use assemblies to celebrate individual and/or group achievements and positive activities.
- Pastoral year leaders will regularly review students' attendance and recognize individuals and form groups with the highest attendance
- Attendance certificates will be awarded termly to those students with 100% attendance.

#### **Display of students achievements**

- Classroom displays - students' work should be praised and displayed to their class at time of completion. All staff should display students' work in their classroom area, be this a working wall or work for presentation purposes.
- Social Media and Newspaper coverage - outstanding or unusual achievements should be referred to our communications manager, in order that the school or local newspaper can be invited to cover the story, to acknowledge the achievement of individuals and to reinforce the positive profile of The Wilnecote School.

#### **SLT Recognition**

Every Year group has a member of SLT who are linked to that year group. Tutors can refer members of their group to their SLT link for praise and recognition of achievements. This is an opportunity for young people's hard work, attainment or acts of kindness to be recognised by senior members of staff and for students to receive praise for what they have achieved.

#### **Phone Calls Home**

Every week staff will make positive phone calls home to parents in order to recognise those pupils who have gone above and beyond in their work or daily school life. These phone calls will also be recorded on classcharts and extra VP points are awarded

#### **Year group Celebration Assemblies**

This termly event is an opportunity to praise students on their attendance, their behaviour, sporting successes and other extra-curricular successes, such as music qualifications or even out of school activities. We encourage students to be proud of their talents and achievements so that we can praise and reward as many of our students as possible.

## **Annual Presentation Evening**

Outstanding progress and achievement are recognised at our annual presentation evening, which is our most formal school event of the year. Parents are invited to share in this celebration as students receive prizes for a range of successes including their academic and sporting achievements as well as effort, endeavour and progress.

## **5. HOME AND SCHOOL COMMUNICATION**

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The majority of our students receive rewards throughout their time at The Wilnecote School because they continue to be well-motivated, self-disciplined and hard-working. However, some students do experience problems or go through a difficult time at some point in their school careers. Loss of motivation or deterioration in behaviour can have a variety of causes and we always try to establish the precise circumstances of each individual case. Whenever possible, we aim to avoid the use of serious punishments by contacting home and inviting parents into school to discuss what is going wrong and how it can be put right. By working together at an early stage, we can usually sort out the problem.

When we are concerned about a student's behaviour in class, they may be placed on 'Daily Report' so that we can monitor this and keep parents informed. Similarly, if our concern is unauthorised absence an Attendance Report will be issued. These are completed by each teacher and reviewed with the Year Leader at the end of each day. Parents are asked to read and sign reports each evening. On some occasions pupils may be placed on Subject Report, if the problem is confined to a particular area. These are reviewed by the head of department of that particular subject.

## **6. CONSEQUENCE SYSTEM - DETENTIONS**

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The majority of students complete their schools' careers without ever receiving an after school detention. However, if a student is sanctioned with a C3 they will be expected to attend a C3 detention for 30 minutes after school in the department where the detention was issued. They will be supervised and given an 'reflection' task to complete and/or work that is appropriate for the detention they are in. All detentions must be completed. If a student is absent on the day of the detention it will be rearranged. If a student fails to attend an after-school detention, they will attend a C4 detention the next day which last 1 hour. Parents will be notified of all detentions via the classcharts application

If there is a reason a student is unable to attend a detention, it is the responsibility of the parent/carer to speak to the head of year at the earliest appropriate opportunity to try and resolve this and make alternative arrangement to complete the detention. Where parents/carers ask for a detention to be rearranged, the head of year will make an informed and final judgement on whether exceptional circumstances should lead to the detention being rearranged and we ask students and parents/carers to respect this decision. The sooner a sanction can be seen through, the quicker a student can move on from it and we ask parents and carers to work with us a school to maintain the high standards we wish for their child and the rest of the school community. If a student refuses to attend a C4 detention then they may be placed in the Internal Exclusion room the following day

## **7. CONSEQUENCE SYSTEM - Internal Exclusion room**

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The Internal Exclusion room is used when an Internal Exclusion sanction is issued. A student who is in the Internal Exclusion room will report immediately to the Internal Exclusion room at 8.25am and will work in isolation, supervised by designated staff, throughout the school day. Appropriate, year specific work will be available which they will complete with support from the supervising member of staff. They may also spend part of this time discussing the reason for their sanction and agreeing a way in which to move forward. Students will be allowed comfort breaks in the room but will not be allowed to have a break at the same time as the other students. Students will be supervised throughout lunchtime.

Parents will be notified via the classcharts application if their child is to be placed in the Internal Exclusion room. If a student misbehaves in, or refuses to attend, the Internal Exclusion room then this could result in them repeating their time in the internal exclusion room or possibly receiving a suspension.

## **8. SUSPENSIONS**

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The formal exclusion of a student as a temporary or permanent measure is the strongest sanction available and one which will never be used without considerable thought.

The school should provide our students with an environment in which they can develop as valued members of society; that environment must be harmonious, safe, calm and orderly. The sanction of exclusion will only be used when a student threatens to seriously disrupt the maintenance of that environment; it is a provision to maintain high standards of behaviour in an orderly environment. The serious nature of exclusion means that it should act as a deterrent to those students who do not meet the standards of behaviour expected in school.

A student can be excluded from the school for a maximum of 45 days in any one school year. An excluded student is not allowed to come into school or its vicinity for a fixed number of days.

Parents will be expected to attend a meeting at the school, usually with the Pastoral lead officer or SLT link to the year group, on the day of the pupil being re-admitted. On these occasions we ask that parents are accompanied by their child, so that we can discuss the incident and its consequences before he or she returns to school. A successful reintegration meeting must be completed and restorative conversation held before a student will be readmitted into mainstream lessons.

Where possible, work will be set for students to complete at home during the exclusion period. Pastoral Year Officer are expected to co- ordinate this, liaising with curriculum teachers.

Any student considered to be at risk of permanent exclusion will be referred to the Pastoral Year officer who will review support strategies, including initiating the Early Help Assessment process; parents will be invited to contribute to this process. Where a child receives a number of FTEs for repeated or different behaviours, there may be the option of a formal Governor's Warning before a panel of Governors or a formal warning from the headteacher or Community Academies Trust Secondary Strategic Lead.

## **9. OFFSITE DIRECTION/MANAGED MOVE**

To avoid a permanent exclusion:

- The school may use a “off-site direction” or a “managed move” to another setting within the Community Academies Trust or further afield. This can be an agreement between the school and the parent, the student will move to the new school immediately.

Off-site direction is when the Academy requires a young person to attend another education setting to support them to improve their behaviour for a time-limited period. Where interventions or targeted support have not been successful in improving a young person’s behaviour, off-site direction will be used to arrange time-limited placements at an Alternative Provision (AP) or another mainstream school. Off-site direction will be used as a way to improve a young person’s future behaviour and support them in remaining in mainstream education. It must be undertaken in full consultation with and agreement from parents/carers and each academy must have clear procedures for monitoring the effectiveness of the placement in terms of well-being, safeguarding and both academic and personal development.

- the headteacher reserves the right to use the powers afforded to them within the DFE guidance for Maintained schools, academies and pupil referral units in England (September 2023) “Suspensions and Permanent exclusions from Maintained schools, academies and pupil referral units in England including Pupil Movement” to direct education off-site (OSD). Please refer to section 23 of the DFE guidance, “Alternative provision” 2013 and Sections 36 to 46 of the DFE guidance, ““Suspensions and Permanent exclusions from Maintained schools, academies and pupil referral units in England including Pupil Movement” 2023.

Managed moves are used as a supportive measure to give young people a fresh start. It should be noted that these arrangements can be established for reasons other than behaviour concerns. Managed moves take place amongst local schools. The Wilnecote school will always support young people who are on a managed move placement to given them every opportunity to be successful and to receive the care they need. A successful managed move results in the young person joining the placement school permanently.

At any point during the managed move trial period a young person can have their placement terminated for a one-off serious incident or for persistent failure to adhere to the placement school’s behaviour policy. Placement schools may also call for emergency meetings if they feel the managed move is at risk to try and help support the young person and keep the parents/carers updated on any incidents. If a young person does have their managed move terminated, a meeting will be arranged at the original academy/school to discuss how best the young person can be supported. Once taken on roll, the young person has permanently moved to that school. It is important to note that when a young person is on a managed move trial period they are treated as being a part of the school community at their placement school and will be expected to adhere to the placement school’s behaviour policy. They are also expected to attend school every day and be on time

## **10. PERMANENT EXCLUSIONS**

This is the most severe sanction available to a school. As such it is very rarely used at The Wilnecote School and is reserved for the most grave or repeated breaches of discipline, where the Headteacher feels that the relationship between the school and student has entirely broken down, or that the student represents such a threat to the education or safety of others

in the school that the only solution is a fresh start at another establishment.

Parents have the right to appeal against the Headteacher's decision to a panel of Governors. Work will be set for the excluded student until the appeal has been heard.

### Appeals

Parents have the right to appeal to the Governors at all stages of exclusion from School. The Governing Body or the Local Authority (LA) has the power to reinstate a student who is excluded where the exclusion is for more than five days or is permanent, or where the exclusion involves the loss of an opportunity to sit a public examination. Parents must be informed of their right to appeal against an exclusion to the governing body and to the LA. If the student is excluded permanently, parents have a formal right of appeal to an independent appeals committee.

## **11. POOR BEHAVIOUR OUTSIDE OF SCHOOL**

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When dealing with an 'out of school' incident, the Pastoral team will investigate and consult the Deputy Headteacher (Pastoral) regarding action to be taken.

Students may be disciplined for misbehaviour when:

- Taking part in any school-organised/school-related activity.
- Travelling to or from school.
- Wearing school uniform.
- They are in some other way identifiable as a student at The Wilnecote School.
- Their behaviour could have repercussions for the orderly running of the school.
- Their behaviour poses a threat to another student/member of the public.
- Their behaviour could adversely affect the reputation of the school.

## **12. COMBATTING BULLYING**

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Bullying can be defined as 'a persistent, deliberate attempt to hurt or humiliate someone'. At The Wilnecote School we do everything we can to prevent bullying, working on the principles outlined in our Anti-Bullying Policy which can be found at the end of this document.

## **ANTI-BULLYING POLICY**

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The aim of the Wilnecote School anti-bullying policy is to prevent bullying of any sort and to ensure that everyone can operate in a supportive, caring and safe environment without fear of being bullied. All members of the community, including teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is and be familiar with the School policy on bullying: therefore the aim of the policy is to help members of the school community to deal with bullying when it occurs and, even more importantly, to prevent it. Bullying is an anti-social behaviour which affects everyone; it is unacceptable and it will not be tolerated. Everyone in the community has a responsibility to report any incident of bullying

that comes to their attention and these reports will always be taken seriously.

### **Definition of Bullying**

Bullying may be defined as any deliberately hurtful behaviour, usually repeated over a period of time and which intentionally hurts another pupil or group physically or emotionally, where it is difficult for those being bullied to defend themselves, and is often motivated by prejudice. Examples of unacceptable behaviour include,

- physical assault.
- verbal abuse, by name calling, teasing or making offensive remarks.
- cyber-bullying, which is defined as the use of ICT by an individual or group in a way that is intended to upset others. Examples include using social websites, mobile phones, text messaging, photographs, video, social media and e-mail.
- indirect emotional tormenting by excluding from social groups or spreading malicious rumours.
- underhand behaviours to intimidate or make individuals or groups feel uncomfortable. Examples include comments made ‘indirectly’ in corridors or classrooms, following individuals around the site or on the way home, inciting others to behave poorly towards individuals, ‘accidentally’ knocking into individuals in corridors and leading behaviour to make another student or a group feel uncomfortable.

Bullying may be overt and intimidatory but is often hidden and subtle. It includes actions or comments that are racist, religious or cultural, homophobic, transphobic, sexist, sexual or which focus on disabilities or other physical attributes (such as hair, colour or body shape) or any reference to Special Educational Needs and/or disability.

### **Bullying Outside School Premises**

Headteachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers the power to regulate pupils’ conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in the town centre. Where bullying outside school is reported to school staff, it should be investigated and acted on. The head teacher should also consider whether it is appropriate to notify the police or community support officers.

### **What should you do if bullying is taking place?**

If you are being bullied or you know of someone else being bullied - **TELL SOMEONE**. Don’t blame yourself for what has happened.

Remember:

- Tell your parents and in school tell your form tutor or any other adult you trust.
- If it is urgent **TELL** the nearest adult. If they do not listen **TELL SOMEONE ELSE. DON'T GIVE UP. IF YOU DON'T TELL, THINGS COULD GET WORSE.**
- Walk away from any dangerous situation and **GET HELP.**

As well as telling, you can help stop bullying by:-

- Being friendly towards people you know are being bullied, including them in your discussions, break-times and lunchtimes.
- Not laughing when someone is being bullied.
- Saying out loud that you don't like what is going on.
- Not joining in.
- Letting an adult know if you see someone else being bullied.

## **FOR PARENTS**

Things to look out for in victims of bullying:

- Regularly feeling sick or unwell in the mornings.
- Reluctance to make the journey to and from school.
- Money or possessions going missing.
- Clothes or school bag torn.
- Wanting extra pocket money for no particular reason.
- Unexplained cuts and bruises.
- Taking different routes to school.
- Unexplained behaviour changes, e.g. moody, bad tempered, tearful.
- Unhappiness.
- Nightmares.
- Not wanting to leave the house.
- Reluctance to talk openly about school friends and playtimes.

## **WHAT YOU SHOULD DO IF YOU THINK YOUR CHILD IS BEING BULLIED**

- Calmly talk with your child about his/her experience.
- Make a note of what your child says - particularly who was said to be involved; how often the bullying has occurred, where it happened and what has happened.
- Reassure your child that he/she has done the right thing in telling you about the bullying and that there is nothing wrong with him/her.
- Encourage your child to report any incidents of bullying to a teacher immediately.
- Make an appointment to see your child's Head of House even if your child is reluctant that you do so.

## **WE CAN ONLY DO SOMETHING IF WE KNOW THERE IS A PROBLEM**

- Explain to the teacher the problems your child is experiencing.
- Do not encourage your child to hit back, however frustrated and upset you are. It will only make matters worse. Such behaviour could be contrary to your child's nature and if your child instigates a physical assault they will have no option but to sanction them. They are also lowering themselves to the level of the bully.

## **Anti-bullying Procedures**

All students are encouraged to feel it is right to tell someone if they are being bullied or if someone they know is being bullied. Incidents of bullying will be referred to house staff and dealt with quickly and appropriately.

Whilst it is the responsibility of all staff within the school to reinforce the anti-bullying strategy and support the victims of bullying, it is recognised that not all staff have the capacity (due to the commitments of their job) to carry out a swift and thorough investigation. Therefore, incidents of bullying should be referred to the appropriate House Team as quickly as possible.

Staff suspecting an incident of bullying should:

- Reassure the young person that their concerns are being taken seriously and will be investigated.
- Contact the relevant head of house as soon as possible with details of the incident.
- Record the incident details on the school's electronic recording system as an 'Incident'.

Pastoral year leaders will investigate all reported incidents of bullying using the following procedure:

- Appropriate students will be interviewed by the relevant pastoral year leader and statements will be taken.
- If the investigation confirms a bullying incident has taken place the Pastoral House Manager will enter the bullying incident on the central bullying log
- Pastoral staff will at times have to make decisions based on the probability of the evidence they have gathered
- Appropriate sanctions will be used for the perpetrator/s
- Parents of the victim and perpetrator will be notified immediately and support will be given by the pastoral year leader. The incident will be reviewed regularly with regular contact with the victim and parents (timing appropriate to individual situations).

### **Sanctions**

Bullying in any form will not be tolerated at The Wilnecote School and bullying related incidents will be dealt with seriously. Each incident will be investigated thoroughly and parents will be kept fully informed of the outcome of such investigations. Sanctions applied will depend upon the individual incident and previous behaviours but may include:

- Alteration to seating plans within teaching groups
- After school detentions
- Restricting access to the school site or classrooms
- Transfer of form group or teaching group
- Internal exclusion, increasing in length for repeated behaviours and failing to leave individuals alone
- In serious cases the school will consider a suspension, off-site direction or permanent exclusion

### **Useful Websites**

[www.childline.org.uk](http://www.childline.org.uk)

[www.bullying.co.uk](http://www.bullying.co.uk)

[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

[www.need2know.co.uk/beatbullying](http://www.need2know.co.uk/beatbullying)

[www.diana-award.org.uk](http://www.diana-award.org.uk)

[www.upsideonline.co.uk](http://www.upsideonline.co.uk)

