



BEHAVIOUR MANAGEMENT  
and  
Anti-Bullying Procedures

Approved by Governors: 12 July 2018

# REWARDS

Our approach to Behaviour Management means that we are constantly on the look out to “catch the students being good” and that we will reward in public.

We have a structured procedure for rewarding students as follows:

## *Classroom Recognition*

1. Verbal praise, either written or oral is a key feature of successful teacher / student relationships. Research tells us that the ratio of 5:1 positive to negative interactions makes a big impact on learning.
2. Display of work further recognises performance, models successful outcomes and makes students feel valued.
3. **House Points** are given to students in Years 9–11 as rewards for a vast range of positive behaviours at school. Class teachers, form tutors and support staff should feel free to award these liberally. They are logged electronically and all staff will be reminded of this procedure early in the Autumn term.
4. **Praise Postcards** are particularly valued by students. Subjects have their own designs and the cards reward a range of positive performances. These are completed by subject teachers, handed in at reception and addressed and sent home by Administrative Staff.
5. **Headteacher’s Commendations** recognise outstanding work or contribution to the school. Please arrange with the Head’s PA a time when the Head can meet a student who has achieved something special. These awards are presented in the form of a certificate to students.

## *Whole School Recognition*

1. Achievements by teams or individuals in extra-curricular activities are recognised in **Half School Assembly** on Wednesday and Thursday each week. Please make arrangements with the person taking assembly – a written note is helpful.
2. **Awards Assemblies**  
At the end of Autumn, Spring and Summer Terms teachers are asked to nominate students for an award in their subject in the following categories:
  - (a) The student who tried hardest this term
  - (b) The best piece of work during this term
  - (c) Full or half colours are also awarded for sporting, musical and other achievements.
3. **Presentation Evening**  
This is held in September each year. It recognises A level and GCSE achievement as well as achievements in other years. Prizes are given for achievement and attainment and there are a range of trophies for specific achievements in specific areas.

## *Attendance Rewards*

We are keen to demonstrate to students how significant attendance is to learning and we reward attendance as follows.

1. At our Termly Award Assemblies, in each year group, those students who have achieved 100% attendance have their names put into a draw and receive a monetary prize.
2. At the Summer Award Ceremony, the student whose name is drawn from all those with 100% attendance for the whole year receives larger monetary prize.
3. On Dress your Best Day for Y11 special monetary awards are made to those students who have achieved 100% attendance in the year and since the start of Y9. Tutors might like to use this incentive when encouraging good attendance.

# SANCTIONS

Inevitably some behaviour requires students to see that their actions have consequences and again there are structural procedures in place. At the heart of our response is that we exercise a *graduated* response, starting with the class teacher, curriculum team and then more senior staff. All teams will have a procedure for:

- a) Moving students to another classroom – ‘Parking’
- b) Report to Team Leader
- c) A detention system for the team

## ***Classroom Responses to Behaviour which Prevents Learning***

1. Low level behaviour which prevents learning must always be challenged.
2. Students who do not respond to a verbal check or challenge will receive the following consequence or consequences at the teacher’s discretion:
  - A short period of time outside the classroom
  - Name on the board
  - Move to a different seat
  - Moved to a different classroom with another colleague (Departmental ‘Parking’)These are not sequential nor are they exhaustive nor are they all required before moving to further sanctions.
3. FOR MORE SERIOUS ORIGINAL DISRUPTION or if a student persists in preventing learning the Emergency Discipline Service may be called.

- Use SIMS Messaging system to send an EDS Call

The Senior member of staff who attends will determine whether the student is removed or returned to the classroom and whether any sanction is applied and by whom.

## ***Wider Responses to Behaviour which Prevents Learning***

1. The support of Curriculum Team Leaders should be sought. CTL responses may include:
  - Speaking to students individually or in groups
  - Agreeing with class teacher who will contact home
  - Arranging Curriculum Team Detention
  - Placing the student on a departmental report
  - Arranging permanent or temporary change of teaching group / learning arrangements in consultation with the Director of Learning and Deputy Head.
2. After School Detentions will be run where necessary at the discretion of the Director of Learning or other senior colleague
3. Being on Report – other than Departmental Report
  - A Director of Learning can place a student on report. Other colleagues can request this is done.
  - Report Cards are electronic and will be completed by staff on their SIMS register

### ***Recording Behaviour Incidents***

All instances of EDS being called and other incidents of poor behaviour will be recorded on SIMS by staff dealing with incidents.

### ***Restorative Approaches to Managing Behaviour***

Making amends for inappropriate behaviour is always encouraged. Where appropriate, opportunities will be provided for student/student and adult/student conversations to take place to enable students to learn more about their own behaviour and that of others. In some cases Restorative Approaches from the Restorative Justice model will be engaged by staff skilled in this work.

### ***Supporting behaviour for learning***

For some students extra support is needed to bring about change in behaviour and as an interim measure before a Pastoral Support Plan is issued. Pastoral Support Plans are designed for those at risk of Permanent Exclusion; we have some students who, before they reach this stage, will benefit from the intervention.

### ***Fixed Term Exclusion (FTX)***

On occasions we judge it necessary to exclude a student from school as a result of unacceptable behaviour. The decision to do this is not taken lightly and will be arrived at through consultation amongst senior colleagues. The decision is ultimately made by the Headteacher or by the Deputy Headteacher in their absence.

***Permanent Exclusion (PX)*** This is an inclusive school but on occasion it is necessary to permanently exclude a student from our community.

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# Behaviour Management

Key issues to be aware of are:

1. Staff judgement is an important part of our behaviour management strategy. Responses listed here allow for that judgement to be applied, are not sequential and allow for flexibility.
2. The focus on consequences here is balanced by our rewards system

Student Actions	Possible Responses – none are sequential
Behaviour that is preventing learning and teaching, e.g: <ul style="list-style-type: none"> <li>• Not paying attention</li> <li>• Talking to others</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal challenge by teacher: warning of a “name on board”</li> <li>• Verbal warning – name written on board</li> <li>• Put outside for a short period</li> <li>• EDS called</li> <li>• Curriculum Team intervention/ detention /’parked’ /Dept Report</li> <li>• Discussion with Tutor</li> <li>• Contact by the teacher with parents if situation persists</li> </ul> (The above is guidance, is not sequential and staff are strongly encouraged to apply judgement)
Serious and / or persistent disruptive behaviour	<ul style="list-style-type: none"> <li>• Internal Exclusion</li> <li>• External exclusion (Fixed term or Permanent)</li> </ul>
Verbal abuse intended to offend	<ul style="list-style-type: none"> <li>• Internal Exclusion</li> <li>• External exclusion (Fixed term or Permanent)</li> </ul>
Bullying another student, including intimidation	<ul style="list-style-type: none"> <li>• Mediation through tutor or other adult</li> <li>• Fixed Term or Permanent exclusion</li> <li>• Permanent Exclusion will be considered where a serious one off incident or repeated.</li> </ul>
Failing to follow the instructions of staff or rudeness to a member of staff, including swearing.	<ul style="list-style-type: none"> <li>• Student is given opportunity to make amends.</li> <li>• Internal Exclusion</li> <li>• External exclusion would be usual for swearing at staff</li> </ul>
Swearing, either in general conversation or to another student. Non-threatening	<ul style="list-style-type: none"> <li>• Verbal reprimand</li> <li>• Afterschool detention</li> <li>• Internal exclusion</li> </ul>
Failure to complete homework	<ul style="list-style-type: none"> <li>• Verbal warning – new date set</li> <li>• Curriculum Team detention to complete work</li> <li>• Repeated failure will result in home contact and an agreed way forward</li> </ul>
Failure to complete classwork	<ul style="list-style-type: none"> <li>• Student detained to complete work and parents informed</li> </ul>

Student Actions	Possible Responses – none are sequential
Lateness to Lessons	<ul style="list-style-type: none"> <li>• Team detention</li> <li>• Dept Report</li> <li>• ‘Parked’</li> <li>• Internal exclusion</li> </ul>
Truancy	<ul style="list-style-type: none"> <li>• Afterschool detention</li> <li>• Internal exclusion</li> <li>• Escorted to lessons</li> </ul>
Failure to attend detention	<ul style="list-style-type: none"> <li>• Curriculum Team Leader supports teacher in ensuring detention is served.</li> <li>• Phone call home.</li> <li>• Internal exclusion</li> </ul>
Uniform is incorrect	<ul style="list-style-type: none"> <li>• Confiscation of jewellery</li> <li>• Made to put right in school</li> <li>• Contact home</li> <li>• Sent home to put right</li> <li>• Internal exclusion</li> </ul>
Mobile phone out	<ul style="list-style-type: none"> <li>• Confiscated and returned at the end of the day</li> <li>• For repeat offence, parental collection will be required</li> </ul>
Misuse of the I.T. Network/Internet	<ul style="list-style-type: none"> <li>• Removal of privileges</li> <li>• Contact with home</li> <li>• Internal exclusion</li> </ul>
Off Site Without Permission	<ul style="list-style-type: none"> <li>• After school detention</li> <li>• Internal exclusion</li> </ul>
Dropping litter	<ul style="list-style-type: none"> <li>• Told to pick up</li> </ul>
Chewing gum	<ul style="list-style-type: none"> <li>• Student is required to remove gum from mouth and put in the bin</li> </ul>
Smoking or in the company of smokers	<ul style="list-style-type: none"> <li>• Items confiscated</li> <li>• Detention</li> <li>• Internal exclusion</li> </ul>
Poor conduct while on a school visit or representing school off-site	<ul style="list-style-type: none"> <li>• Internal exclusion</li> <li>• Fixed Term Exclusion</li> </ul>
Poor behaviour on school transport	<ul style="list-style-type: none"> <li>• Warning letter sent to parents</li> <li>• after school detention</li> <li>• Banned from school transport (LA decision)</li> <li>• Internal exclusion</li> <li>• External exclusion</li> </ul>
Poor behaviour at social times	<ul style="list-style-type: none"> <li>• After school detention</li> <li>• Internal Exclusion</li> <li>• External Exclusion if repeated or more serious</li> </ul>
In possession of/or under the influence of a banned or illegal substance (including alcohol)	<ul style="list-style-type: none"> <li>• Confiscation of substance if possible or relevant</li> <li>• External exclusion. Permanent exclusion will be considered.</li> <li>• Police involved, if illegal</li> </ul>

Student Actions	Possible Responses – none are sequential
Dealing or intent to deal in illegal substances	<ul style="list-style-type: none"> <li>• Permanent Exclusion and police informed</li> </ul>
In possession of an offensive weapon or a weapon of offence	<ul style="list-style-type: none"> <li>• External Exclusion. Permanent exclusion will be considered,</li> <li>• Police informed if illegal</li> </ul>
Damage to school property	<ul style="list-style-type: none"> <li>• Detention</li> <li>• parents informed and invoiced for cost of damage</li> <li>• Internal exclusion</li> <li>• External exclusion</li> <li>• In very serious cases Permanent Exclusion will be considered</li> </ul>
Theft of property	<ul style="list-style-type: none"> <li>• Requirement to return or replace stolen property</li> <li>• Internal exclusion</li> <li>• External exclusion</li> <li>• In very serious cases Permanent Exclusion will be considered</li> </ul>
Racism and Homophobia	<ul style="list-style-type: none"> <li>• Internal exclusion</li> <li>• External exclusion</li> <li>• Permanent exclusion may be appropriate</li> </ul>
Assault	<ul style="list-style-type: none"> <li>• Internal exclusion</li> <li>• External exclusion</li> <li>• Permanent exclusion will be considered</li> <li>• Police involvement may be appropriate</li> </ul>

## ANTI-BULLYING PROCEDURES

The following can be found displayed in every classroom. This sets out our expectations and the principals we work from, in relation to bullying or potential bullying.

### **Anti Bullying Code**

Every student in Wadham School has the right to learn and grow free from intimidation, harassment, abuse or bullying both in the School and in the surrounding community.

Our School Community will not tolerate any unkind actions or remarks; even if these were not intended to hurt.

Unkind actions or comments will be called bullying.

Students, Staff and Parents should support each other by reporting instances of bullying.

Bullying will be dealt with seriously.

We are a Telling School - bullying is too important to keep quiet about.

### **How to Report Bullying**

- Tell your tutor/or a member of the student support team in BO6
- Tell an Anti-Bullying Ambassador
- Use Tootoot
- Tell a parent/grandparent/other family member.
- Tell the School nurse
- Tell a trusted member of staff

As a school we expect all staff to look out for possible signs of bullying. Students are made aware of these signs and all are encouraged to look for these in their friends:

### **Possible signs of bullying.**

- . Deterioration of work
- . Spurious illness
- . Isolation
- . Name-calling
- . The desire to remain with adults
- . The desire to remain in safe environments, e.g., LRC at lunchtime
- . Erratic attendance
- . Unwillingness to travel on the school bus
- . Taking the long route when walking home
- . Equipment that has gone missing
- . Requests for extra pocket money
- . Damaged clothing or bruising

# IF BULLYING IS SUSPECTED WE ENCOURAGE STUDENTS TO TELL

## How to encourage telling

We encourage students and parents to tell by signposting and educating through assemblies, PSHE lessons, tutorials and information sharing through communication with parents

In addition to these methods, the following key approaches have been adopted.

### **Tootoot**

Tootoot is the award-winning reporting platform and app for schools, colleges and universities. This is a Department of Education funded programme. Students and Parents are able to login to Tootoot on a computer, tablet or mobile and report any worries or concerns they might be having directly to teachers and safeguarding staff in school, in a safe way. This can be done anonymously, though if a student is in danger, safeguarding staff are able to bypass this.

### **Anti-Bullying Ambassadors**

In collaboration with the Diana Award, the school is training a team of Anti-Bullying Ambassadors. These are students trained to spot and counsel their peers on dealing with hurtful or bullying behaviour. Easily identified by their distinctive lanyards and ID badges, these young people are key to increasing our knowledge of bullying and the capacity of students to stand up to this.

### **How bullying is Reported:**

In addition to students telling, in the ways outlined in the Code (above) we encourage parents to contact the school via parentmail/e-mail/phone or Tootoot and ask to speak to the student's tutor or someone from the student support team.

If the matter is not dealt with to the parent's satisfaction, we invite contact with the Designated Safeguarding Lead (Mrs Sarah Coombe) or the Deputy Safeguarding Lead (Mr Simon White).

### **What we will do when bullying is reported:**

Staff will always take action when bullying is suspected or reported. We will find out the facts of any incident and

- Meet those concerned individually and if appropriate, together
- Use peer group pressure actively to discourage bullying
- Break up bully groups
- Contact parents at an early stage and keep them informed of our actions
- Help students develop positive strategies, assertiveness and support their emotional health
- Staff will record incidents of bullying using our electronic systems. All other relevant records of the investigation and follow up work and records of sanctions will be kept electronically.
- Bullying behaviour will be sanctioned. Examples of possible sanctions are

contained in the main Behaviour Policy.

- We will request help from agencies such as, Educational Psychologist, PFSA, School Nurse, Getset, Targeted Youth Support and others where appropriate.
- After an incident has been reported a member of staff will meet with those involved periodically to ensure that the situation has improved and all involved feel safe. Contact will also be made with parents.