



Wadham School

# Behaviour Management and Anti-Bullying Procedures

Who is Responsible?	Governing Body
Statutory Policy?	Yes
Review Timescale	Every 3 years
Approval Date	October 2019
Next Review	October 2022

Signed .....

Date: .....

# Statement of Intent



Our school is shaped by key values which flow from our Christian foundation as represented in the wheel above.

At its centre is "Hope". Without hope we and our students will not flourish. Our behaviour policy draws on these values and underpin our approach to behaviour and rewards

# REWARDS

Our approach to Behaviour Management means that we are constantly looking to “catch the students being good” and this will be rewarded 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 has 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 valuable skills, attitude and contribution to school life. All staff should feel free to award House Points 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. All subject teams have their own designs, and the cards reward a range of positive contributions to the school or community. They should be completed by staff and then handed in at Reception where they will be addressed and sent home.
5. **Headteacher’s Commendations** recognise outstanding work or contribution to the school or community. A suitable time should be arranged with the Head’s PA when the Head can meet a student who has achieved something special. This award is presented in the form of a certificate.

## ***Whole School Recognition***

1. Achievements by teams or individuals in extra-curricular activities are recognised in **Half School Worship** on Wednesday and Thursday each week. Please give the details to the member of staff taking the assembly – a written note is helpful.
2. **Awards Assemblies**  
At the end of Autumn, Spring and Summer Terms staff are asked to nominate students for awards in their subject areas as well as other areas of school 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 among other Year groups. Prizes are given for achievement, attainment, and other contributions to school life.

## ***Attendance Rewards***

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

1. At our termly Award Assemblies, those students in each Year group who have achieved 97+ % attendance are recognised.
2. At the Summer Term Award Assemblies, the student whose name is drawn from all those with 100% attendance for the whole year receives a greater value prize.
3. On Dress your Best Day for Year 11 special awards are given to those students who have achieved 100% attendance during that year and since the start of Year 9. Tutors might like to use this incentive when encouraging good attendance.
4. 5 House Points are given for 100% attendance each week.
5. 5 House Points are given for 97% attendance and above each month.

# SANCTIONS

Inevitably, some behaviours require students to understand that their actions have consequences, and again, there are procedures in place to address them. At the heart of these procedures is a *graduated* response, starting with the member of staff initially involved, and then involving the class teacher, curriculum team leader and / or more senior staff, depending on the seriousness of the incident. All teams will have a procedure for:

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

It is important that we recognise that we must maintain students sense of hope if we are to effect change.

## ***Classroom Responses to Behaviour that Prevents Learning & Affects wellbeing***

1. Low level disruptive behaviour which prevents learning and affects the wellbeing of students and staff must always be challenged.
2. Students who do not respond to a verbal check or challenge may receive one or more of the following consequences at the teacher’s discretion:
  - A short period of time outside the classroom
  - Name on the board
  - Move to a different seat
  - Move to a different classroom with another colleague (Departmental ‘parking’)

These are not sequential nor are they exhaustive. Not all are required to have happened before moving to further sanctions. Alongside this staff will be expected to:

- Allow the student time for reflection
  - Help the student understand the impact of their behaviour/actions on others
3. FOR MORE SERIOUS ORIGINAL DISRUPTION, or if a student persists in preventing learning, the Emergency Discipline Service (EDS) may be called. To do this, staff should:
    - Use SIMS messaging system to send an EDS Call

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

## ***Wider Responses to Behaviour which Prevents Learning and Affects Wellbeing***

1. The support of Curriculum Team Leaders should be sought. CTL responses may include:
  - Speaking to students individually or in groups
  - Agreeing with the 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.
  - Wellbeing/SMEH signposting
  - Teaching students skills to develop their emotional intelligence
2. After School Detentions will be run when 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 to be 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 the incidents.

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

Forgiveness is at the heart of the Christian faith. Restoring relationships and moving forward from difficulties is a priority therefore. When needed, opportunities are provided for conversations to take place to enable members of the school community to move forward and repair relationships, and to enable students to learn more about their own behaviour and that of others. Restorative Approaches from the Restorative Justice model will be engaged by staff trained in this work. The Restorative Justice meetings are always conducted by trained staff and participants will be well prepared for the process. The Restorative Justice approach promotes reflective and reparative/positive language. Wadham therefore strives to embed this in its everyday practice.

### ***Supporting Behaviour for Learning***

For some students extra support and intervention is needed to develop skills and bring about change in their behaviour and attitudes before sanctions are put in place. Pastoral Support Plans are designed for those students who are at risk of permanent exclusion. Some students who have complex needs in managing their behaviour may be placed on a PSP or BSP (Behaviour Support Plan) or referred to outside agencies. These are measures to try and support the student and prevent fixed term or permanent exclusion.

### ***Team Teach***

Key members of staff have been trained in Team Teach. Team Teach strategies are used to calm, de-escalate and divert attention in order to prevent hazardous behaviour including physical intervention.

### ***Internal Exclusion Room***

The Internal Exclusion room is only used when usual management strategies have been ineffective or if the student needs to be removed from an escalating situation. Students will be provided with work during their time in IER to minimise disruption to their learning.

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

On occasions, senior leaders may 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. The decision is ultimately made by the Headteacher or by a 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.

# Behaviour Management

Key issues to be aware of are:

1. It is important to have flexibility in how we deal with behaviour. Responses listed here allow for judgement and flexibility to be applied, and are not sequential.
2. The focus on consequences here is balanced by our rewards system
3. At all times students are treated with dignity and we always seek to be able to forgive and show that forgiveness

Student Actions	Possible Responses – none are sequential
Behaviour that is preventing learning and teaching and affecting wellbeing, e.g: <ul style="list-style-type: none"> <li>• Not paying attention</li> <li>• Talking to others</li> <li>• Name calling</li> <li>• Unkind comments</li> <li>• Derogatory or non-inclusive language</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>• Teacher to contact 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>• Fixed Term or Permanent exclusion</li> </ul>
Verbal abuse/racist or discriminatory language intended to offend	<ul style="list-style-type: none"> <li>• Internal exclusion</li> <li>• Fixed Term or Permanent exclusion</li> </ul>
Bullying another student, including intimidation and discrimination	<ul style="list-style-type: none"> <li>• Mediation by tutor or other adult</li> <li>• Fixed term or permanent exclusion</li> <li>• Permanent exclusion will be considered where either a serious one off incident or repeated transgression takes place</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 should be given the opportunity to make amends</li> <li>• Internal exclusion</li> <li>• Fixed Term or Permanent Exclusion</li> </ul>
Offensive language, 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 contact with home 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>
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>

Student Actions	Possible Responses – none are sequential
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> <li>• Permanent exclusion would be considered in very serious cases</li> </ul>
Poor behaviour on school transport	<ul style="list-style-type: none"> <li>• Warning letter sent to parents by LA</li> <li>• After school detention</li> <li>• Banned from school transport (LA and school decision)</li> <li>• Internal exclusion</li> <li>• Fixed Term or Permanent Exclusion</li> </ul>
Poor behaviour at social times	<ul style="list-style-type: none"> <li>• After school detention</li> <li>• Internal exclusion</li> <li>• Fixed Term or Permanent Exclusion</li> </ul>
In possession of/under the influence of a banned or illegal substance (including alcohol)	<ul style="list-style-type: none"> <li>• Confiscation of substance</li> <li>• Fixed Term exclusion. Permanent exclusion will be considered</li> <li>• Police involved, if illegal</li> </ul>
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 able to cause offence	<ul style="list-style-type: none"> <li>• Fixed Term or Permanent exclusion</li> <li>• Permanent exclusion will always 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>• Fixed Term or Permanent exclusion</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>• Fixed Term or Permanent exclusion</li> </ul>
Racism, Homophobia, Transphobia and other discriminatory behaviour	<ul style="list-style-type: none"> <li>• Internal exclusion</li> <li>• Fixed Term or Permanent exclusion</li> </ul>
Assault	<ul style="list-style-type: none"> <li>• Internal exclusion</li> <li>• Fixed Term or Permanent exclusion</li> <li>• Police involvement may be appropriate</li> </ul>

# IF BULLYING IS SUSPECTED WE ENCOURAGE STUDENTS TO TELL

## How to Encourage Telling

We encourage students and parents to tell by using assemblies, PSHE lessons, tutorials and information sharing to inform them of the ways of doing this.

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

### **Online Alert System**

This is a new reporting platform for Wadham School students and parents. Students and parents are able to send an email to a dedicated e-mail address to report any worries or concerns they might be having directly to safeguarding staff in school - this can be done anonymously. On the Wadham School website there is Keeping Safe advice and signposting.

### **Anti-Bullying Ambassadors and Well-being Champions**

In collaboration with the Diana Award, the school has a trained team of Anti-Bullying Ambassadors. These are students trained to spot and counsel their peers on dealing with hurtful or bullying behaviour. They are 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, as outlined above, we encourage parents to contact the school via Parentmail/e-mail/phone or the bullying reporting box to 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 one of the Deputy Safeguarding Leads (Mr Simon White and Mrs Nicky Finch).

### **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 either individually, and / or, if appropriate, together
- Use peer group pressure actively to discourage bullying
- Break up bully groups
- Use Restorative Justice meetings to enable safe future coexistence within the Wadham community
- 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 result in sanctions. Examples of possible sanctions are contained in the 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 and action taken, a member of staff will meet with those involved periodically afterwards to ensure that the situation has improved and all involved feel safe. Contact will also be made with parents.