



Springwell
School

SMILE • ACHIEVE • BELONG

**Positive Behaviour & Discipline Policy
(Inc. Anti-Bullying, Suspension and Exclusion
Statement)**

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GENERAL BEHAVIOUR PRINCIPLES - Philosophy

In Springwell School the purpose of our community is education. We do this through high quality teaching and learning, a positive school environment, and supportive relationships.

We believe that:

- all pupils, including those with complex SEND, should be able to develop to their full potential within a supportive and caring environment and that
- all pupils should be valued equally and their individual skills and talents recognised and celebrated.

We aim:

- to support effective teaching and learning;
- to develop a moral framework within which initiative, responsibility and sound relationships can flourish;
- to enable pupils to develop a sense of self worth, respect and tolerance for others and
- to create an environment in which pupils feel safe, secure and respected.

We will deliver our beliefs and aims through:

- high expectations of children and staff within the classroom and the school environment;
- reward for positive actions and behaviour;
- action to manage pupils who are exhibiting challenging behaviours and
- support for pupils who are experiencing difficulty with the demands of school life.

SPECIFIC BEHAVIOUR PRINCIPLES - Action

There are three areas in which we choose to specifically focus the practical application of the above principles.

Leadership – it is very important that leaders:

- know the needs of each team and plan to secure positive behaviour on a whole school level;
- ensure that the school's policy is understood and applied consistently by staff;
- ensure that school policy is communicated to new staff and all relevant stakeholders and
- ensure that they themselves are aware of good and bad behaviour in the school environment and have appropriate policy-based responses to it.

Ultimately the Headteacher is responsible for the behaviour management that is occurring in school. The Assistant Headteacher (Belonging) is responsible for analysing behavioural incidents, checking for consistency across Behaviour, Care and Wellbeing Plans (BCW Plans) and updating, implementing and delivering the policy specifics. The Class Teacher is responsible for day to day behaviour within the classroom and wider school premises.

The Assistant Headteacher (Belonging) will report termly to governors.

Staff – it is very important that ALL staff:

- Pro-actively teach pupils how to behave in all contexts;
- ensure they are fair and consistent in the application of behaviour policy principles, as well as specific class and individual pupil rules which relate to the SEND of the pupils in their charge;
- ensure that they are alert to causes of good and poor behaviour and
- ensure that they receive SLT support and relevant training where they feel they need it.

Pupils – it is very important that pupils;

- know and follow class rules and routines (including knowing the reasons for these where possible);
- know the difference between those behaviours which are desirable and those which aren't (for those pupils in ~Glitter Pathway and above);
- feel that the system is fair and firm and that they are rewarded and sanctioned in an appropriate manner (for those pupils in Bronze or higher pathways) and
- know that regardless of their behaviours, Springwell will always support them and that therefore we do not suspend or exclude pupils for any reason whatsoever (for those pupils in Bronze or higher pathways).

POSITIVE BEHAVIOUR SUPPORT POLICY

Behaviour management is an integral part of the curriculum and teaches appropriate and relevant social skills, thus allowing pupils to participate fully in the life of their home, school and local community.

We mean to ensure:

- the safety and well-being of individual pupils;
- the safety and well-being of all other pupils;
- the safety and well-being of staff and visitors to the school;
- pupils are protected from self-inflicted abuse or injury;
- positive abilities and attitudes are developed and demonstrated.

Issues of discipline and control cannot be divorced from systems of good management and the provision of quality care and education. If the individual needs of children are met, incidents of challenging behaviour can be kept to a minimum. Therefore, the quality of relationships between staff and children are a major determinant of good behaviour and a positive ethos in the school. Good order is unlikely to be achieved unless there is an established framework of general routines and individual boundaries of behaviour, which are well defined and understood by both staff and pupils.

Parents' and Carers' contribution is acknowledged as an essential part of the effective management of behaviour in school. It is important that parents/carers and staff are working towards common goals and through consultation aim to ensure management strategies are agreed and supported.

Motivation, praise and responsibility are effective tools in generating good behaviour.

Staff use a variety of methods to motivate and encourage children to work and behave appropriately, ranging from verbal praise, merit stickers, the award of badges and certificates and a weekly "Celebration" assembly where Good as Gold and Wonderful Awards are given.

No physical punishment by any staff is permissible. If physical intervention is necessary then staff will follow agreed guidelines contained in this document. Shouting at children is also undesirable and should be avoided. Our effectiveness in managing challenging behaviour depends to a large extent on the staffing resources available to correctly carry out approaches and sanctions. The sanctions available are listed on the School Discipline Plan and are dependent on the seriousness of the incident.

GUIDANCE TO STAFF

Prevention and De-escalation

Prevention begins with the implementation of a whole school policy and the application of a clearly defined structure for the management of behaviour. The most successful way to deal with any potentially difficult situation is to plan alternative strategies, to avoid occurrences of unacceptable behaviour. Individual pupils who present a challenge should have individualised strategies for responding to incidents of violence and aggression and where appropriate should include directions for using physical interventions – Individual Behaviour, Care and Wellbeing Plan and, if necessary, Risk Assessment. Teachers and parents should agree this management plan and a copy placed in the pupil's file and sent to parents. It is the class teacher's responsibility to ensure all adults working with the pupil are familiar with their management programme.

Staff should recognise that incidents are rare and that an identification of pupils and specific situations can encourage positive management and ensure that these incidents remain rare.

The following strategies may be helpful in diffusing potentially difficult situations.

- Avoid confrontation. Maintain a calm manner and speak slowly and quietly. Be aware of your body language, adopt non-threatening posture.
- Keep your distance. Try to maintain a distance of at least one metre between you and the pupil and avoid speedy movements.
- Avoid physical contact. This may irritate or annoy the pupil.
- Respond in a non-violent manner. If the pupil grabs your clothing or touches you, a calm response is essential. Simple slow movements can be very effective.

Challenging Behaviour and Autism

Many children with autism display challenging or obsessive behaviours as a result of their lack of understanding and/or in an attempt to bring order into their world. Our teaching style, whilst working with children with autism, is essentially non-confrontational. However, we recognise that a child's special interest may be restricted by the available alternatives, which can often result in frustration, tantrums or other challenging behaviours. These behaviours are dealt with on an individual basis and each child with these needs has a Behaviour and/or Care and Wellbeing Plan which outlines procedures and strategies that define acceptable methods of handling behaviours in line with the School's policy.

Behaviour support is also given to pupils following a functional analysis of their needs where they are taught strategies to deal with specific situations.

Physical Intervention/Positive Handling

Principles and Law

School staff have a statutory power to use physical intervention:

- to prevent pupils from hurting themselves or others:
- to prevent damage to property and
- to prevent a pupil from causing disorder or committing a criminal offence.

Schools CANNOT use force as a punishment.

'Use of Reasonable Force – Advice for Head teachers, Staff and Governing Bodies@
DfE July 2013

In accordance with DfE statutory requirements, which state that:

"There are circumstances when it is appropriate for staff in schools and colleges to use 'reasonable force' to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom."

*'Keeping Children Safe in Education – Statutory guidance for Schools and Colleges – Sept. 2022–
Pg. 41 – Para. 163*

Physical intervention/Team Teach and/or the Safe Space (see below) will only be used with a child, when this is assessed to be an absolute need and included in that child's behaviour, care and wellbeing plan (seen and signed by parents/carers).

In Springwell School we follow the principles of the Team Teach approach to behaviour management. All staff in school are trained in Team Teach Physical Intervention strategies.

The Headteacher has authorised all teaching staff (including all Teaching Assistants) who have up-to-date training, to use physical intervention. This must be within the guidelines of the Team Teach approach and all staff are fully trained in the use of Team Teach.

Physical intervention should be avoided wherever possible and should at no time be used as a threat or punishment to the pupil. On occasions staff may be required to physically intervene to prevent pupils from threatening the safety of themselves or others, damage to property, pupils from committing a criminal offence and/or to prevent a pupil from causing disorder within a classroom or the wider school (including school premises).

Physical intervention should be used rarely and only as a last resort when all other courses of action have failed.

If physical intervention is necessary, it is important that it happens quickly, smoothly, confidently and successfully and is recorded correctly. Parents or Carers —will be informed as soon as practically possible in each and every instance (unless they have otherwise requested).

Once a member of staff has decided to intervene physically in order to prevent injury occurring to any person, or damage to property, then she/he should:

1. give clear instructions, warning the pupil of the consequences of failure to comply and
2. remain calm throughout, explaining to the pupil that they are unable to allow them to damage or hurt others, and once they have calmed down and are no longer posing a threat, they will be able to cease the intervention and
3. summon another member of staff, a solitary person is in a very exposed position. A second member of staff may be able to reduce the risk of the initial member of staff suffering bodily harm. There will also be a witness if the pupil or parents/carers subsequently make allegations of assault.

When using physical intervention, the following principles should be observed.

- Staff should clearly understand under which circumstances it is acceptable and that it should not be used as punishment.
- The pupil, as far as age and emotional state permit, should be made fully aware of the significance and implications of his/her behaviour and be warned orally that unless he/she conforms physical intervention will be applied.
- It must not be used in an oppressive, intimidating, bullying manner, to threaten or cause harm. Only the necessary minimum force, to prevent injury or damage, should be used.
- Staff should be aware of their own feelings and how they may affect the situation, i.e. staff should avoid restraining a pupil out of feelings of anger.
- Primary concern must be to return to normal as quickly as possible.
- All incidents requiring physical intervention should be reported to a senior member of staff and recorded as soon as possible after the incident on the relevant school's own Incident Report Form/s which are reviewed/updated on a termly basis.

Team-Teach techniques seek to avoid injury to the child, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of

professional technique, but a regrettable and infrequent side effect of ensuring that the child remains safe.

Use of 'The Safe Space'

All teaching staff and T.A.'s are trained in the effective use of the Safe Space.

The Safe Space is to support pupil safeguarding. The 'Safe Space' is a place in school which can be used as a quiet location for pupils. Pupils may use this location if they are distressed or in crisis or to avoid a crisis situation. All class staff should always be made aware if a pupil from their class is using the Safe Space.

Important definitions:

- *Deprivation of Liberty*: being physically prevented from free movement.
- *Seclusion*: being forced to spend time alone against your will (requires statutory powers other than in an emergency).
- *Time Out*: restricting positive reinforcement as part of a planned behavioural programme (requires written agreed plan – Behaviour Plan)
- *Withdrawal*: extended removal from a situation as part of a planned behavior intervention programme and with support for the continuation of work.

Deprivation of Liberty, "...may occur only if there is continual supervision..." and if it is applied in order to avoid what is deemed to be "...an extremely hazardous situation..."
– ADVANCED TEAM TEACH TUTOR MANUAL – 2018.

NB: If a pupil is closed within 'The Safe Space' (even when this does not fall under the above definition of deprivation liberty) then a member of staff must continue to supervise that pupil at all times. The member of staff supervising must monitor the child and intervene if the child is self-harming.

Review

It is important following any incident that every effort is made to discuss what happened and why. An opportunity for this is included in the Incident Report which will be completed following the use of Team Teach and/or the Safe Space.

Support will be needed to focus on the staff and pupil directly involved, to discuss what provoked the incident. It is important that the pupil faces up to the problem and its consequences and is helped to realise that a more positive and acceptable approach could have been adopted and therefore an opportunity for pupil reflection is built into the incident report form.

It is important for staff to reflect on the incident and their own management.

Lifting, Moving and Handling

Children with complex medical conditions

Some children with complex medical conditions need daily Lifting, Moving and Handling (LMH) to provide for their care and physical development needs. The majority of this LMH is likely to be through the use of slings and hoists. Children who need this level of LMH will have a full risk assessment, written by class staff and physio, before any LMH occurs. At all times the LMH of these children will be undertaken by staff that have been trained in children's individual LMH needs.

Children with impaired physical mobility

Some children with impaired physical mobility may need to use specialised equipment (I.e. ladderback chairs or walkers), and so may also require LMH at times. Children in this category may need LMH:

- To support them in the fulfilment of their OT plans and Physio Plans.
- To help them stand up, sit down and move from place to place (where they have a condition that limits their balance or movement), including aiding in the transition between activities.

Children with severe learning needs

Some mobile children with severe learning needs may display behavioural traits that also necessitate LMH. This LMH is likely to be performed by hand, though may be facilitated by equipment (i.e. a handling belt). The reasons these children may need LMH are as follows.

- To move them if they are in an area or position which could prove to be hazardous in some way.
- To provide appropriate physical contact, play or comfort as is developmentally necessary.
- To move them if there is an unavoidable transition (i.e. it is time to go home).
- To dishabituate them from 'stopping and dropping', where it is used as a habitual avoidance tactic.
- To prevent them missing important educational activities or experiences.

Children who have become dysregulated

Some mobile children with severe learning needs may also need LMH due to being in a state of high dysregulation. Again, this LMH is likely to be performed by hand, though also may be facilitated by equipment like a handling belt. The reasons these children may need LMH are as follows.

- To prevent them injuring themselves.
- To prevent them injuring others.
- To prevent them damaging property.
- To prevent them dysregulating other nearby children.
- To move them with an environment or activities where they can regulate appropriately.
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What should be considered before Lifting, Moving and Handling a child?

As LMH can be a risk to both staff and children, the following steps should apply when making a decision as to whether to use LMH in a given situation:

- **Necessary** Is it necessary? i.e. Is there a way the child can be encouraged to move or stand without resorting to LMH? Is it necessary they move right now, or is their potential wait?

If it is necessary:

- **Trained** Do I understand the main principles of safe LMH (particularly Biomechanics and Centre of Gravity)?

If you do understand the main principles of LMH:

- **Risk Assessed** Have I undertaken a 'Dynamic Risk Assessment'? i.e. How heavy is the child? Are they calm or dysregulated? Have I considered my own physical condition? Can I do this on my own, or do I need help? Is the environment suitable for LMH (i.e. dry floors, clear of obstructions etc.)?, How far do I need to move the child? (this should generally be the shortest distance possible)? Etc.

If LMH is necessary, you are suitably trained, and you have undertaken a dynamic risk assessment, you may LMH the child.

BCWB and Individual Cases

If children are likely to need LMH regularly, this should be stated in their BCWB, including why they might need LMH, and where possible, how this LMH will be accomplished. If regular LMH is necessary, but is likely to put staff or the child at risk of injury, a formal risk assessment should be undertaken of their LMH needs, and further action taken accordingly.

When does LMH become Team Teach?

There is an inevitable grey area/cross-over between LMH and Team Teach. This is further blurred by the fact that some Team Teach manoeuvres are also appropriate LMH techniques. In general we have agreed the below boundary, however school staff have been advised to consult Senior Leaders, LMH Trainers and Team Teach trainers in instances where they are unsure.

Team Teach	Lifting and Handling
<ul style="list-style-type: none"> • Children have sufficient grasp of language, and the cognitive capacity, to understand Team Teach de-escalation techniques. 	<ul style="list-style-type: none"> • Children do not have sufficient receptive language to understand Team Teach de-escalation techniques.

Behaviour, Care and Well-Being Plans and Risk Assessments

Where the behaviour of a pupil is causing concern then a Behaviour Management Plan should be written and all those working with the pupil made aware of the plan (and if possible be part of the plan's production). Where necessary all relevant staff may be involved in compiling a Plan.

A copy of the Plan is kept in the Behaviour Management Folder in the Assistant Head Teacher's office and in pupils' files. Behaviour Plans and Care and Well-Being Plans are reviewed continually and amended wherever and whenever necessary.

If it is considered that a pupil is a persistent danger to him/herself, others or property by means of a specific and/or repeated pattern of behavior, then a personal risk assessment (PRA) will be carried out and recorded appropriately. It is the class teachers' responsibility to bring PRA's to the attention of all staff who work with that pupil. PRA's are then used to inform a pupil's Behaviour Plan.

Confiscation (Including Retention and Disposal) of Inappropriate Items

- Schools can include confiscation of pupils' property as a disciplinary sanction in their behaviour policy.
- To be lawful, confiscation must be a reasonable sanction in the circumstances of the particular case.
- Decisions about retention and disposal of confiscated property must also be reasonable in the circumstances of the particular case.
- The Education and Inspections Act 2006 includes a specific statutory defence for school staff who have reasonably confiscated pupils' property.

Springwell School Staff may confiscate items if:

- an item poses a threat to the pupil in possession of it or others;
- an item poses a threat to good order and/or learning;
- an item poses a health or safety threat;
- an item which is counter to the ethos of the school e.g. material which might cause tension between one community and another or
- it is illegal for a child to possess such an item.

What to do with Confiscated Items

Staff should keep records of confiscated items and the grounds for the action, so that they may justify them later if challenged. A message should be sent home to parents/carers informing them that an item has been confiscated and why as well as how the item may be returned.

Pupils have a right to expect that confiscated items (especially those of monetary or emotional value) will be stored safely until they can be returned. Items of obvious value should be appropriately stored (for example, in a safe, the secretary's office, or the head teacher's office). All reasonable steps should be taken to make such arrangements secure. If similar items have been confiscated from several pupils, staff should take care to ensure that they are clear which item belongs to which pupil.

There may be some instances when the school chooses not to return an item to the pupil - a few obvious examples of this would be the following.

1. Items of no value, such as an inappropriate message scrawled on a piece of paper, may simply be disposed of. However, staff should keep in mind that some items of seemingly no value may have emotional value to the child – staff should establish if this is the case before deciding whether or not to dispose of the confiscated item.
2. Items of value which the pupil should not have brought to school or has misused in some way should be stored safely in school until a responsible family adult can come to retrieve them.
3. Other items which the pupil should not have had in their possession – particularly of an unlawful or hazardous nature – may be given by the school to an external agency for disposal or further action as necessary. This should always be followed by a letter to the parents confirming that this has taken place and the reasons for such action.

Mobile Phones/Electronic Tablets

Mobile phones and electronic tablets are strongly discouraged from being brought into school. If an item was brought in it would be placed in the care of SLT/School Office for the day and parents/carers would be phoned to inform them that it should not come into school with the child again.

Searching Pupils for Weapons, Drugs and Other Dangerous Materials

Legislation allows the Head Teacher and named staff to search pupils for weapons, drugs or other dangerous materials. It is the policy of Springwell School that those nominated to authorise a search are the head teacher and/or the deputy head teacher and/or one of the two Assistant head teachers. The person authorising the search must be present during the search along with at least one other member of staff nominated by the Senior Leadership Team (SLT). A search such as this can only be carried out with the compliance and co-operation of the pupil. If deemed necessary and appropriate (before, during or after the search) parents will be informed.

If the pupil does not consent to the search, then the police will be called to carry out the search in which case, parents will be informed.

Pupils Leaving School Grounds

If pupils (whose primary need is SEMH) leave school property when they are angry or distressed then our policy is not to follow them. If children are distressed and they are followed then they may run onto nearby roads or place themselves in other danger without thinking. Instead, they will be observed from a distance by a member of staff.

Action will only be taken to intercept a child who has absconded if it is deemed to be absolutely safe and/or if it is to prevent an even greater danger than would be presented by allowing the child free movement off school premises.

Experience has shown that on most occasions children will return to the school grounds of their own accord. If a child leaves the school grounds and a member of staff observes this then he/she will continue to observe the pupil if at all possible.

The class teacher is responsible for ensuring that the child continues to be observed and for monitoring the situation. The class teacher is also responsible for ensuring that SLT are kept informed if a child moves away from the perimeter and can no longer be observed.

If a child moves away from the school perimeter and staff can no longer monitor their whereabouts then it is the school's policy to immediately inform the local police and the parents/carers of the situation. This will be done by a member of staff and the oversight will be the responsibility of the class teacher.

In the highly unlikely event of a younger child and/or a child with severe learning difficulties leaves the school grounds then staff will take immediate steps to ensure that they are brought safely back onto the premises.

WHOLE SCHOOL REWARDS AND SANCTIONS

Principles

- School has a statutory power to discipline pupils for breaches of school rules, failure to follow instructions or other unacceptable conduct.
- All teachers and other staff in charge of pupils have the power to discipline.

The following rewards and sanctions are those agreed by staff to be used by and/or expected of pupils in Springwell School. Before any rewards and sanctions can be applied all pupils must know what behaviour we want them to demonstrate.

All rules should be;

- Clear and understandable
- Fair (and seen to be fair by all)
- Consistent – be applied by all staff
- Appropriate – be adaptable for pupils according to their needs as identified within IEP's, Behaviour plans and/or Care and Wellbeing Plans.

Rewards / Positive recognition

Principles and Law

We will always try:

- to strike a 4:1 balance between rewards and sanctions;
- rewarding consistently good behaviour and/or improved behavior and
- monitor distribution of rewards by age, ethnicity, gender, special educational needs (SEN) and disability.

Universally recognized and applied rewards for Springwell School are:

- Verbal praise, smile, body action, (thumbs up, head nod, etc.)
- Good work chart: points, stars, goals, teddy bear etc
- Smiley Faces
- 'Dip' in class box
- 'Dip' in Head Teacher box
- Instant 'goodie'
- Name in 'Good as Gold' Book
- Celebration Assembly
- Class points/merits/stars

Consequences and Sanctions

Springwell School has a policy of 'NON-EXCLUSION' and 'NON-SUSPENSION' and statutory requirements to publish an exclusion and suspension policy are therefore not applicable to our school.

Principles and Law

- School staff have a statutory power to impose agreed sanctions.
- Sanctions must be reasonable and proportionate to the circumstances of the case.
- Schools should monitor the use of sanctions by age, ethnicity, gender, special educational needs (SEN) and disability.

'Ordinary' sanctions are those for minor misdemeanors in class or around school. Examples of these may include behaviours such as sulking, ignoring staff or employing delaying tactics with regard to work.

'Severe' misdemeanors include: bullying, physical aggression, verbal abuse, leaving premises, destroying property / belongings

The certainty of a sanction is more important than the severity.

Sanctions are more likely to promote positive behaviour if pupils see them as fair. When applying a sanction or sanctions, staff should always take care that they:

- make clear they are dealing with the behaviour, rather than stigmatising the person;
- avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour;
- avoid sanctions becoming cumulative and automatic (sanctions should always take account of individual needs, age and understanding);
- avoid whole group sanctions that punish the innocent as well as the guilty;
- (wherever possible) use sanctions that are a logical consequence of the pupil's inappropriate behaviour (for example, if work is not finished in class the teacher might make the pupil stay behind at break time to finish it off);
- use sanctions to help the pupil and others to learn from mistakes and recognise how they can improve their behaviour (i.e. a learning outcome);
- (when appropriate) use sanctions to put right harm caused (a restorative approach);

- never issue a sanction that is humiliating or degrading;
- use sanctions in a calm and controlled manner;
- ensure that sanctions are seen as inevitable and consistent (pupils should know that a sanction, when mentioned, will be used) and that they
- attempt to link the concept of sanctions to the concept of choice, so that pupils see the connection between their own behaviour and its impact on themselves and others, and so increasingly take responsibility for their own behaviour.

Universally recognized and applied sanctions and/or consequences for Springwell School are:

- pupil given a warning;
- Sad Face Chart icons;
- pupil given a warning with a sign or symbol placed on the board;
- child to sit in a 'reflection' area of the classroom for an age/ability appropriate period;
- loss of privilege e.g. 'minutes' of breaktime;
- child taken to 'Thinking Room'/Safe Space;
- phone call to parents.

More severe and universally agreed sanctions will include:

- loss of part/whole break time and/or free times;
- after-school detention for an agreed period (see below);
- loss of attendance on school trip;
- Time Out (see below);
- special provision – cf. Behaviour, Care and Wellbeing Plan and
- review of Behaviour, Care and Wellbeing Plan (with parental consultation).

Detention

Principles and Law

School staff have a statutory power to put pupils aged under 18 in after-school detention.

Detentions are lawful if:

- pupils and parents have been informed that the school uses detentions as a sanction and
- the school gives parents notice of detentions which are to be held outside of school hours.

NB. In Springwell School we try whenever possible to apply sanctions on the same day a misdemeanor has taken place. Because of this we ask parents that if a pupil is to have an after-school detention it should be carried out on the day of the misdemeanor. We will telephone parents and inform them that we would like an after-school detention to take place. If a parent does not wish detention to place that day then a suitable alternative time will be sought.

Bullying

Statement of Intent

Springwell School is committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TALKING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

Definitions

Bullying is the use of aggression with the intention of hurting another person and which results in pain and/or serious distress to the victim.

Bullying can be:

- Emotional (being unfriendly, excluding, tormenting, threatening gestures);
- Physical (pushing, kicking, hitting, punching or any use of violence);
- Racist (racial taunts, graffiti, gestures);
- Sexual (unwanted physical contact or sexually abusive comments);
- Homophobic (focussing on the issue of sexuality);
- Verbal (name-calling, sarcasm, spreading rumours, teasing) and/or
- Cyber (Internet/E-mail, chat room misuse, mobile threats and misuse of camera/video).

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. Schools have a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this School's Policy with Regard to Bullying

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

Possible Signs and Symptoms of Bullying

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school;
- begs to be driven to school;
- changes their usual routine;
- is unwilling to go to school (school phobic);
- begins to truant;
- becomes withdrawn anxious, or lacking in confidence;
- starts stammering;
- attempts or threatens suicide or runs away;
- cries themselves to sleep at night or has nightmares;
- feels ill in the morning;
- begins to do poorly in school work;
- comes home with clothes torn or books damaged;
- has possessions which are damaged or "go missing";
- asks for money or starts stealing money (to pay bully);
- has dinner or other monies continually "lost";
- has unexplained cuts or bruises;
- comes home starving (money / lunch has been stolen);
- becomes aggressive, disruptive or unreasonable;
- is bullying other children or siblings;
- stops eating;
- is frightened to say what's wrong;
- gives improbable excuses for any of the above;
- is afraid to use the Internet or mobile phone and/or
- is nervous and jumpy when a cyber message is received.

Procedures with Regard to a Report of Bullying

1. Report perceived bullying incidents to staff.
2. In cases confirmed to be bullying, the incidents will be recorded on Cpoms by staff and
3. parents should be informed and will be asked to come into school to discuss the problem.
4. If necessary and appropriate, Police will be consulted.
5. Bullying behaviour will be investigated and an agreed plan of action will be implemented.
6. A plan of action will always include an attempt to help the bully/bullies change their behaviour.

Outcomes

1. The bully/bullies may be asked to genuinely apologise and additional consequences may also be appropriate.
2. If possible, the pupils will be reconciled.
3. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Prevention of Bullying

The following methodologies can be adapted and/or adopted in the prevention of bullying:

- writing a set of school rules;
- signing a behaviour contract;
- writing stories or poems or drawing pictures about bullying;
- reading stories about bullying or having them read to a class or assembly;
- making up role-plays;
- participate in anti-bullying week;
- weekly workshops/lessons on anti-bullying and
- having discussions about bullying and why it matters.

Role of Parents

Parents have an important part to play in our anti bullying policy. We ask parents to:

- look out for unusual behaviour in their child – for example not wanting to attend school, feeling ill etc;
- regular failure to complete work to their usual standard;
- Always take an active role in their child's education, enquire how their day has gone, who they have spent time with etc;
- not approach another child with regard to any bullying incident (even if you think that this is the bully);
- not advise your child to fight back or to repeat the bully's behaviour as this very often makes the situation worse for all parties and much harder to deal with in the longer term.

Child on Child Abuse

The majority of our children have a significant cognitive delay and would not be able to consciously carry out such an act. If an incident was to occur it would be reported to a designated safeguarding lead immediately.

Exclusions

At Springwell School we are proud of our NON-EXCLUSION' and 'NON-SUSPENSION' policy. We are here to serve the special needs of ALL of our pupils and we believe that when serious misbehavior occurs it is ALWAYS as a result of those needs. It would therefore be illogical to exclude pupils whose needs have led to this misbehavior and also brought them here to us in the first place.

As a result of the above, statutory requirements to have and publish an exclusion and suspension policy are met by this statement within this policy.

Help Websites:

<http://www.childline.org.uk/Pages/Home.aspx>

<http://www.beatbullying.org/>

<http://www.antibullying.net>

This Positive Behaviour and Discipline Policy is compliant with Section 89 of the Education and Inspections Act of 2006