St Anthony's School

Policy No. 07

Behaviour Management
&
Anti-Bullying

November 2020

"Relationships between pupils, their peers and staff are strong; this creates a safe environment where pupils enjoy learning."

" behaviour-management systems are robust and focus on rewards as well as consequences."

"Highly reflective and proactive practice around exclusions and tailored interventions ensures improvement in individual pupils' behaviour over time."

St. Anthony's School Ofsted, July 2019

This policy is written in accordance with the following guidance and Acts:

Reducing the Need for Restraint and Restrictive Intervention 2019

Keeping Children Safe In education September 2018

Dfe, Working Together to Safeguard Children 2018

DfE guidance "Preventing and Tackling Bullying" July 2017

DfE statutory guidance "Keeping Children Safe in Education" 2016

Childnet's "Cyberbullying: Understand, Prevent and Respond: Guidance for Schools"

The Education and Inspection Act 2006, 2011

The Equality Act 2010

The Children Act 1989 , 2004

Protection from Harassment Act 1997

The Malicious Communications Act 1988

Public Order Act 1986

The Education Act 1996

Education and Inspections Act 2006, 2011

Protection from Harassment Act 1997

The Schools (Specification and Disposal of Articles) Regulations 2012

School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012

Health and Safety at Work etc Act 1974

Use of Reasonable Force - advice for headteachers, staff and governing bodies Behaviour and Discipline in Schools

Keeping children safe in education statutory guidance for schools and colleges

UK Council for Child Internet Safety- UKCCIS Sexting in schools and colleges - responding to incidents and safeguarding young people

Use of reasonable force, Advice for headteachers, staff and governing bodies, July 2013

Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders (2002)

Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties (2003)

Screening, searching and confiscation – advice for headteachers, staff and governing bodies.

Dealing with allegations of abuse against teachers and other staff – guidance for local authorities, headteachers, school staff, governing bodies and proprietors of independent schools

Police and Criminal Evidence Act 1984 (PACE) Code G: Revised Code of Practice for the Statutory Power of Arrest by Police Officers

"Ensuring Good Behaviour in Schools – A Summary for Heads, Governing Bodies, Teachers, Parents and Pupils." DfE – 00059-2011

The Malicious Communications Act 1988

The Computer Misuse Act 1990

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1. Introduction

Without an orderly atmosphere, effective teaching and learning cannot take place. Good behaviour and positive relationships underpin the ethos of St Anthony's School. The promotion of positive behaviour is the responsibility of the whole school community.

Strong leadership is a pre-requisite for an effective SEMH school. The Governors, Head teacher and Senior Leaders work together to support staff in managing behaviour, including the use of rewards and sanctions.

2. Aims

We aim to create a proactive culture across the school which is linked to the PROACT-SCIPr-UK ® philosophy. This will enable pupils to gain skills, knowledge and the right mind set to manage their own behaviour in a range of situations. Furthermore we look to promote our School Code and School Expectations (overleaf), whilst consistently and fairly managing behaviour at our school.

We aim to abide to the PROACT-SCIPr-UK ® mission statement which is to minimise the use of physical interventions and to emphasise sound behavioural support strategies based upon an individual's needs, characteristics and preferences

Staff all follow the behaviour policy to ensure a consistent fair approach. Pupils and staff refer to the school code in regard to expected behaviours and these are on display in every classroom. The senior leadership team meet weekly to discuss behaviour, following this there is a teacher meeting and information is shared with parents if and when necessary. Behaviour management is looked at in depth by all staff once every term, six times per year.

3. School Expectations

Parents, staff and pupils need to be clear about the standard of behaviour expected of **all** pupils throughout the school day. The expectations need to remain constant although the level of support needed by each pupil to reach these expectations will vary depending on the individual needs of each pupil, the expectations are:

- **Attend School Every Day –** Pupils are expected to attend school on a daily basis, parents/carers are requested to inform staff about any absences as soon as possible, in accordance with the attendance policy.

- **Be Punctual –** Pupils are expected to be punctual to all activities throughout the school, this will help provide a smoother transition throughout the school day and minimise disruption to learning.

- **Complete Work –** To ensure that pupils make the progress they need to reach their full potential; it is expected that they will complete all their work to the best of their ability.

- **Allow Others to Learn –** It is essential that **all** pupils are given the opportunity to reach their full potential. In order for this to happen pupils must ensure that their behaviour does not prevent a positive learning environment or disrupt the learning of others.

- **Behave Responsibly –** Pupils are expected to take responsibility for their own behaviour and act responsibly throughout the day. Pupils are required to follow "The School Code" at all times.

- **Behave Responsibly Outside School –** Pupils are required to act responsibly whilst outside the school premises; this includes travelling to and from school, school trips and sporting activities.

- **Wear Correct School Uniform –** Pupils are required to wear a plain white polo shirt with black school trousers or jogging bottoms. They may wear a school fleece with logo available from a local supplier or a plain blue school sweater (see Behaviour flowchart, Appendix 4). Non-uniform items such as caps, jackets, coats and hoodies will need to be removed at the start of every lesson. All children require a PE kit to be in school at all times, this includes a plain t-shirt, shorts and a pair of trainers. All pupils are expected to change for hygiene reasons.

- **Leave Personal Possessions at Home. –** The school cannot accept any responsibility for personal property. Pupils are requested not to bring in any personal possessions including mobile phones. St Anthony's will not be responsible for any items that are lost or stolen and it is for this reason that we discourage them from school.

- **Use Electronic Equipment Responsibly –** Mobile phones are banned in schools along with other devices that can record other pupils or transmit messages. This is in accordance with the Mobile Phone code of conduct.

- **Fizzy / Energy Drinks –** All carbonated drinks and energy drinks are banned from the school site. As a school, we are trying to promote positive healthy lifestyles and we also see a negative impact on pupil's behaviour when they have had these to drink. These will be confiscated.

4. The School Code
The St Anthony's School Code (see Appendix 4) is a way of reminding pupils what is expected throughout their school day and reflects the Core Values of RESPECT. The School Code is positively phrased, short and simple, it is:
- **On Time**
- **On Task**
- **Follow Instructions**
- **Be Polite**
- **Respect Equipment**

The School Expectations and the School Code are embedded in all aspects of daily life at St Anthony's and are reinforced through;
- A Central Based Class System
- Curriculum design and delivery
- A Restorative Approach to learning and behaviour
- A Solution Focused approach
- Pastoral programs and support
- Assemblies
- Close liaison with Parents/Carers

- Curriculum Intervention work and 1:1
- Nurture based provision
- PSHE & Citizenship curriculum for all
- SALT and other Communication interventions
- Counselling and other forms of SEMH support
- Out of Class Learning, Trips and Visits
- Rewards System

5. Classroom management

Classroom techniques that could be used include:

- Development of positive relationships, through central based classes
- The use of restorative language and approach.
- Establishment of classroom restorative norms.
- The withdrawal of attention.
- The use of communication strategies.
- Praising positive behaviour.
- Using humour to de-escalate.
- Distraction and deflection.
- Reminder of expectations.
- Verbal reprimand.

In addition to effective classroom management strategies all pupils will have access to:

- Whole school restorative approach
- An accessible and personalised curriculum suitably differentiated to meet pupils' educational needs.
- A whole school reward system based on achievement (points) and successes
- A whole school house system
- Conflict resolution specifically using restorative practices.
- High levels of support including teachers, teaching assistants (LSA's) and other support staff.
- Highly trained staff with expertise in behaviour management.
- Student focused support.

Should pupils need additional support:

- Strategic interventions including specific behaviour plans and reviews.
- Higher levels of support to manage behaviour including such as counselling, forest school and aromatherapy sessions.
- Specific programmes run by LSA's with access to other professionals, e.g. speech and language therapists (SALT)
- Headstart activities

Should pupils require/need more support:

- An Alternative curriculum including activities such as horse therapy.
- Part-time timetables which are reviewed and adjusted regularly
- Strategies and specific input from other professionals e.g. CAMHS, counselling and mentoring.
- Respite and cooling off periods.
- Early Help intervention and multi-agency support.

6. Rewards and Sanctions

At St Anthony's school we strongly support the theory that clear and consistent rewards play a leading role in promoting good behaviour. The school uses a system based on achievement points which lead to reward tokens that can be spent in the reward shop. Achievement points are gained for achieving each element of the School Code. There is also a house point system that rewards all positive behaviours seen anywhere in school.

Examples of possible rewards are:
- Pupil of the week and weekly trip
- Enrichment Activities Time
- House Points
- Reward Shop Tokens
- Raffle Tickets
- Verbal Praise
- Non-Verbal Praise
- Positive Reporting
- Phone Call Home
- Post Card Home
- Letter Home
- Certificates
- Assembly Presentation
- End of Term/ Year Trips
- Specific class rewards, pasta jar, ping pong balls

Examples of sanctions (dependent upon the pupil, circumstances and context of the behaviour) are:
- Restorative Meeting
- Break Time Detentions
- Extra Work / Repeating Unsatisfactory Work
- Loss of Privileges.
- After School Detentions.
- Confiscation of Property
- School Based Community Service
- Reparation of Damage
- Regular Reporting
- Internal Exclusion (Seclusion)
- Fixed Term Exclusion

Sanctions are always given as a last resort, after trying different strategies such as humour, time out and distraction.

All staff follow a step system to help them manage behaviour in a consistent way across the school, this is displayed in all classrooms (see behaviour flowchart – Appendix 4):

1. Verbal Warning - "It's your choice….change your behaviour"
2. Take Time Out - "It's your choice….change your behaviour"
3. Ask to go out - "You need to go and calm down…. change your behaviour"
4. Class Teacher Consequence -Losing choosing time, losing privileges such as trips, record on SIMs, notify parents, work sent home, miss break times, lose enrichment time, items confiscated

5. **Pupil Support (or SLT if unavailable)**- De-escalation, tutor sends work, restorative meetings, feedback to tutor
6. **SLT Consequence** - Phone call home, fixed term exclusion, work sent home
7. Getting to Stage 6 repeated times - Meeting with SLT, Tutor and Parents, Interventions agreed
8. Serious Incident - Form completed, fixed term exclusion

7. Trips & Visits

Pupils at St. Anthony's will have many opportunities to go on trips. Trips off site may be educational or for used to reward positive behaviour. St Anthony's is an inclusive school and following risk assessment, all reasonable adjustments will be made to enable students to access educational trips and visits. However, rewards trips may be withdrawn as a consequence of poor behaviour.

8. Staff development and support

Staff training and understanding of this policy is integral to its success. During the six termly behaviour meetings new initiatives are discussed and issues can be raised. This is an opportunity to discuss specific issues around control and behaviour management and the needs of specific individuals.

Staff are regularly trained in de-escalation and positive handling techniques.

9. Liaison with parents and other agencies

In order to fully support their children and to establish clear guidelines for parents, the Home school agreement and Mobile Phone Code of Conduct must be shared with parents and the former must be signed by parents when a child starts school. Parents are expected to support the agreement and it will be referred to if necessary.

Due to the behaviour exhibited by some pupils, close ties will be needed when things are difficult. At times when physical interventions are used it is essential that parents/ carers/ social workers are informed.

On some occasions, and with the agreement of all concerned, alternative placements, or part-time placements will be needed. These are reviewed every week by teachers and also senior leaders.

Good attendance at school is required to support development in behaviour and learning. Parents are encouraged to work in partnership with the school to ensure attendance above 95% is achieved. If attendance is 90 - 95% attendance, the school will monitor any absences and contact parents/carers if it is appropriate i.e. if absence patterns are forming, if the pupil is late after the close of the register. If attendance is 85 - 90% attendance, the school will intervene by sending letters home, holding discussions/meetings and sometimes doing home visits. Where the level of absence does not improve and there are unauthorised absences, the school will make a referral to the KCC Inclusion and Attendance Service.

If pupils are excluded, it is expected that parents will take responsibility for their child and ensure that they complete any work set, are not out and about in a public

space and generally take appropriate steps to support the school by attending a re-integration meeting.

10. Organisation and Facilities

The Senior Leadership Team will take responsibility for managing the processes including:

- Modelling expected behaviour, a restorative approach and the language of behaviour.
- Ensuring risk assessments are up to date.
- Behaviour and related strategies are discussed at EHCP meetings and there is a specific target around this.
- Ensuring that EHCPs and related targets are updated and evaluated.
- Day to day pastoral care of pupils.
- Monitoring SIMs behaviour logs.
- Three EHCP meetings per year.
- A minimum of 1 progress report per year
- CIC and other vulnerable groups are supported.
- Reviewing whole school reward system
- Providing access to high quality Continued Professional Development (CPD)
- Ensuring processes are in place to support staff and pupil well-being.
- Ensuring access to interventions e.g. Counselling, SALT.

Governor monitoring will take place at least three times a year to ensure safeguarding processes are followed and that behaviour across the school remains good or outstanding.

11. Smoking

Also see Appendix 2.

At St. Anthony's we are committed to:

- Providing the highest quality of education and social development for pupils to ensure their emotional and physical wellbeing.
- Educating all employees, pupils, parents, contractors and other visitors of the dangers of smoking to health and that smoking is known to be the principal avoidable cause of premature deaths in the UK.
- The compliance with anti-smoking legislation, namely Smoke -free (Premises and Enforcement) Regulations 2006 and that from the 1st July 2007 all workplaces in England must be smoke free, rendering it a criminal offence to smoke on the school premises.
- Providing a healthy, clean and safe working environment for all employees, pupils, parents, contractors and other visitors.

St. Anthony's School will seek to build an effective partnership between the school, parents and pupils and will inform parents about the non-compliance of their children with this policy. The school will acknowledge and support the efforts of its pupils and staff to improve their health through the cessation of smoking and will promote non-smoking through curriculum materials, Preparation for Life sessions, assemblies and appropriate displays. The school will challenge the behaviour of those pupils and parents who give low priority to the elimination of smoking on school premises.

A person or pupil is deemed as smoking if:
- They are seen smoking.
- They are seen with a lit cigarette in their possession.
- They are found to have cigarettes and/or other smoking materials openly in their possession.
- They are associating themselves with others who have been caught in the act of smoking.

Consequences of smoking on site:
- Disciplinary procedures may be followed if a member of staff does not comply with this policy. Staff may also be liable to a fixed penalty fine and possible criminal prosecution.
- Visitors who do not comply with this policy will be asked to leave the premises.
- Refusal to comply with this request may result in the Police or Local Enforcement Officer being informed.
- If pupils are found to be smoking they will receive a sanction as soon as practicable from the time of transgression. This sanction will be agreed between Senior Leadership Team and parents who will be notified as soon as possible after the event.
- A report of the incident will be completed by the relevant member of staff and this report will be passed to the pupil's tutor and the Leadership Team.
- The tutor will ensure the incident is recorded on the school's information management system (SIMS) and inform parents.
- The school may choose to seek assistance from the Local Enforcement Officer or the Police in pursuing a statutory fixed penalty notice. In extreme cases where the school sanctions appear to be having no effect on certain pupils and their smoking behaviour, parents may be asked to collect and supervise their child over the periods of free time or when the smoking is taking place.
- The penalties and fines for the smoke-free offences set out in Health Act 2006 are; a fixed penalty notice of £50 (discounted to £30 if paid within 15 days from the issue of a notice) or a fine by a court not exceeding level 1 on the standard scale (up to £200). These fines may be subject to change.

In exceptional cases, it has been agreed in writing by parents if they wish their child to leave the school site for lunch.

12. Drugs
At St. Anthony's, the approach taken on the issue of drugs is a whole-school one and is part of our commitment to and concern for the health and well-being of the whole school community. Teachers will need to be confident and skilled to teach drug education and pupils need to receive up to date, relevant and accurate information as well as support.

 "Drugs" are taken here to mean those that are legal, such as alcohol, tobacco and solvents, over the counter and prescribed drugs, and illegal drugs such as cannabis, ecstasy, amphetamines, heroin, crack/cocaine, LSD, Novel Psychoactive Substances (NPS) and any other substances covered by the 1971 misuse of drugs act; psychoactive substances act 2016, or that is subject to a temporary class drug order

(TCDO). The school prohibits all substances having psychoactive effects on the brain: depressants, stimulants, cannabinoids, and hallucinogens.

The school believes that the possession and or use of such drugs in school, during the school day or while travelling to/from school is inappropriate. The drugs/substances covered by this policy are not to be bought, sold or otherwise exchanged or brought onto school premises during the school day, *or* while pupils are on school visits. Individual exceptions may be made for pupils who require prescription medicines where appropriate.

Drug Education:

Drug Education is delivered through PSHE and visitors to school, for example, drug awareness and support groups.

Through this, pupils will gain the knowledge, understanding, attitudes and social skills that will:
- Enable pupils to make healthy, informed choices
- Promote positive attitudes to healthy lifestyles
- Provide accurate information about substances
- Increase understanding about the implications and possible consequences of use and misuse
- Widen understanding about related health and social issues
- Enable young people to identify sources of appropriate advice and personal support

In incidents involving substance misuse or supply on the premises/during the school day, the school's approach is supportive in the first instance. Following discussion with the pupil and staff, action will proceed as follows.

The school has referred to the procedures as laid out in ***Drugs: advice for schools (DFE-00001-2012)***
- Any medical emergencies will be dealt with immediately.
- If a child admits they have taken drugs during the school day (off site) they will be returned home 'sick' unfit for school.
- If they take drugs on the school site, they will receive a fixed term exclusion for the rest of the day.
- If they don't admit to taking anything, we will share our suspicions with parents/ carers and will send them home 'sick' if they are not managing the school day.
- For all children that admit to drug use on more than one occasion, we will make a referral to Addaction or DUST for support (these require consent).
- While there is no legal obligation to inform the police or local PCSO, they may also be involved at the discretion of the Head teacher and Leadership Team and staff who know the young person well.
- The school will consider each incident individually and will employ a range of responses to deal with each incident.

13. Weapons

It is illegal to carry knives or other offensive weapons on and around the School premises. The Governing Body at St. Anthony's recognises that the presence of weapons, or items which could potentially be offensive weapons, in the School would not only create unacceptable risks of bullying, injury or death, but also create a climate that undermines the educational purposes of the School.

It is therefore the School Policy to forbid the possession, custody and use of weapons by unauthorised persons in, on, or around the School premises and during School activities.

These rules apply at all times except where an item, which could potentially be an offensive weapon, is issued to a student by a member of staff at the School or is required by the School for the purposes of teaching and learning, as necessary, for the delivery of the curriculum.

For the purpose of this Policy a "weapon" is:
- a firearm of any description, including starting pistols, air guns and any type of replica or toy gun;
- knives, including all variations of bladed objects i.e.: pocket knives, craft knives, scissors etc.;
- explosives, including fireworks, aerosol sprays, lighters, matches;
- laser pens or other objects, even if manufactured for a non-violent purpose but has a potentially violent use i.e.: the purpose of keeping or carrying the object is for use, or threat of use, as a weapon.

In most circumstances, when a pupil has knowingly bought in a weapon with the intention or threat of using it, the Senior Leadership Team will manage the circumstances leading to a fixed term exclusion and may or may not inform the police.

Where, in the judgement of the staff, the circumstances are wholly innocent and there is no suggestion of the use of the article as a weapon, the matter may be dealt without an exclusion but parents will be informed immediately.

In the most serious circumstances, and if there is serious concern for the welfare of staff and pupils, the Police will be contacted immediately.

14. Searching and Confiscation

In this area, St. Anthony's follow the guidance in '**Searching, screening and confiscation Advice for head teachers, school staff and governing bodies',** **February 2014 (see Appendix 1).**

Searching
School staff can search a pupil for any item if the pupil agrees. Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:
- knives or weapons
- alcohol
- illegal drugs

- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Head teachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Mobile phones are banned at school and staff use a scanner/ hand held detector to search pupils entering school.

Confiscation
School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Physical Restraints - See Section 19
Physical restraints are rarely used at St. Anthony's and are an absolute last resort in cases of harm to pupils, damage to the school, or loss of control. All restraints are recorded in a bound book which is kept securely in the Head Teacher's office.

Parents will be informed immediately if there has been a restraint and where possible staff are given time out for reflection on the incident.

15. Allegations against staff

Occasionally, pupils will make allegations against staff and these have to be investigated rigorously and fairly without prejudice (see relevant policies – Managing Allegations/ Safeguarding).

16. Bullying

Also see Appendix 2

Definition

Bullying is "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". (**DfE "Preventing and Tackling Bullying", July 2017**)
- Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying can be a form of peer on peer abuse and can be emotionally abusive; it can cause severe and adverse effects on children's emotional development.

Forms of bullying
Bullying can happen to anyone. This policy covers all types of bullying including:
- o Bullying related to race, religion, nationality or culture
- o Bullying related to SEND (Special Educational Needs or Disability)
- o Bullying related to appearance or physical/mental health conditions
- o Bullying related to sexual orientation (homophobic bullying)
- o Bullying of young carers, children in care or otherwise related to home circumstances
- o Sexist, sexual and transphobic bullying
- o Bullying via technology, known as online or cyberbullying

School ethos
St. Anthony's community recognises that bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying, our schools can help to create safe, disciplined environment, where pupils are able to learn and fulfil their potential.
Our Community:
- o Monitors and reviews our anti-bullying policy and practice on a regular basis.
- o Supports staff to promote positive relationships, to help prevent bullying.
- o Recognises that some members of our community may be more vulnerable to bullying and its impact than others; being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- o Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- o Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- o Requires all members of the community to work with the school to uphold the anti-bullying policy.
- o Reports back to parents/carers regarding concerns on bullying, dealing promptly with complaints.
- o Seeks to learn from good anti-bullying practice elsewhere.
- o Utilises support from the Local Authority and other relevant organisations when appropriate.

Responding to bullying
The following steps may be taken when dealing with all incidents of bullying reported to the school:
- o If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- o The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- o The head teacher/ designated safeguarding lead or another member of leadership staff will interview all parties involved.
- o The designated safeguarding lead will be informed of all bullying issues where there are safeguarding concerns.
- o The school will inform other staff members, and parents/ carers, where appropriate.
- o Sanctions (as identified within the school behaviour policy) and support for individuals will be implemented, in consultation with all parties concerned.

o If necessary, other agencies may be consulted or involved, such as: the police (if a criminal offence has been committed) or other local services including early help or children's social care (if a child is felt to be at risk of significant harm).

o Where the bullying takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with the school's behaviour policy.

o A clear and precise account of the incident will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

Cyberbullying
When responding to cyberbullying concerns, the school will:
o Act as soon as an incident has been reported or identified.
o Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
o Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
o Take all available steps where possible to identify the person responsible. This may include:
  ▪ looking at use of the school systems;
  ▪ identifying and interviewing possible witnesses;
  ▪ Contacting the service provider and the police, if necessary.
o Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
  ▪ Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
  ▪ Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and also the school searching and confiscation policy. (**Note:** Schools should ensure they access the DfE 'Searching, screening and confiscation at school' and Childnet Cyberbullying guidance to ensure that the schools powers are used proportionately and lawfully)
  ▪ Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
o Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
o Inform the police if a criminal offence has been committed.
o Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
  ▪ advising those targeted not to retaliate or reply;
  ▪ providing advice on blocking or removing people from contact lists;
  ▪ helping those involved to think carefully about what private information they may have in the public domain.

17. Incidents of physical Assault

For any case of physical assault toward any adults or pupils the procedures are as follows. Depending on the severity of the violence incident the pupil could:

- Be removed for a period of internal seclusion. This could be the support unit in Phoenix or a different place. This will give the pupil time to calm down and resolve any issues. A restorative approach will be taken to ensure any outstanding issues are dealt with.
- There will be a restorative meeting and this will be recorded.
- Receive a fixed term exclusion, the same day, followed up with a meeting between the pupil's parents or carers and Senior Leadership Team to discuss what needs to be done to re-integrate the pupil successfully.
- Be provided with alternative educational provision.

Following an incident of physical violence, the Leadership Team must be informed as soon as possible to ensure that sanctions can be applied as a matter of urgency.

18. Damage to Property or Equipment

If a pupil wilfully or intentionally damages school property or equipment, depending on the severity of the damage the sanctions could be:

- The pupil will be spoken to by a member of SLT or appropriate staff and asked to repair any damage that has been caused.
- The pupil will be asked for financial recompense to repair or replace the damaged property or equipment.
- The pupil will be removed to the support unit in school for a period of internal seclusion. This will give the pupil time to calm down and rectify any behavioural issues to help minimise disruption.
- The pupil is given a fixed term exclusion followed up with a meeting with the pupil's parents or carers.

Police involvement will be at the discretion of a member of the Senior Leadership Team in response to Health & Safety concerns.

19. Use of Physical Interventions

Staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. We have 2 members of staff who are trained PROACT-SCIPr-UK ® instructors and deliver training to all members of staff, all year round. Any physical Intervention that involves resistance should be recorded in the physical intervention handbook and on Sims by the person (s) carrying out the Physical Intervention. When Physical Intervention has occurred parents and carers must be informed and the consequences must be discussed.

Physical interventions must only be used when:

- Committing any offence (or for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);

- Causing personal injury to, or damage to the property of, any person (including the pupil himself); or

- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Appendix 1 Searching, screening and confiscation

Schools' obligations under the European Convention on Human Rights (ECHR)
- *Under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy.*
- *The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate.*
- *The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist schools in deciding how to exercise the searching powers in a lawful way.*

Screening
What the law allows:
- *Schools can require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils.*
- *Schools' statutory power to make rules on pupil behaviour2 and their duty as an employer to manage the safety of staff, pupils and visitors3 enables them to impose a requirement that pupils undergo screening.*
- *Any member of school staff can screen pupils.*
  Also note:
- *If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and safety legislation requires a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.*
- *If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil's absence should be treated as unauthorised. The pupil should comply with the rules and attend.*
- *This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.*

Searching with consent
Schools' common law powers to search:
- *School staff can search pupils with their consent for any item.*
  Also note:
- *Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.*
- *Schools should make clear in their school behaviour policy and in communications to parents and pupils what items are banned.*
- *If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.*
- *A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty*

Searching without consent
What the law says:
What can be searched for?
- *Knives or weapons, alcohol, illegal drugs and stolen items; and*
- *Tobacco and cigarette papers, fireworks and pornographic images; and*
- *Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property; and*
- *Any item banned by the school rules which has been identified in the rules as an item which may be searched for.*

1. *Can I search?*
- *Yes, if you are a headteacher or a member of school staff and authorised by the headteacher.*
2. *Under what circumstances?*
- *You must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched.*
- *There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.*
3. *When can I search?*
- *If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.*
  Also note:
- *The law also says what must be done with prohibited items which are seized following a search.*

- *The requirement that the searcher is the same sex as the pupil and that a witness is present will continue to apply in nearly all searches. Where it is practicable to summon a staff member of the same sex as the pupil and a witness then the teachers wishing to conduct a search must do so.*

4. *Authorising members of staff*
   - *Headteachers should decide who to authorise to use these powers. There is no requirement to provide authorisation in writing.*
   - *Staff, other than security staff, can refuse to undertake a search. The law states that headteachers may not require anyone other than a member of the school security staff to undertake a search.*
   - *Staff can be authorised to search for some items but not others; for example, a member of staff could be authorised to search for stolen property, but not for weapons or knives.*
   - *A headteacher can require a member of the school's security staff to undertake a search.*
   - *If a security guard, who is not a member of the school staff, searches a pupil, the person witnessing the search should ideally be a permanent member of the school staff, as they are more likely to know the pupil.*

5. *Training for school staff*
   - *When designating a member of staff to undertake searches under these powers, the headteacher should consider whether the member of staff requires any additional training to enable them to carry out their responsibilities.*

6. *Establishing grounds for a search*
   - *Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.*
   - *In the exceptional circumstances when it is necessary to conduct a search of a pupil of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a pupil's expectation of privacy increases as they get older.*
   - *The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.*
   - *School staff can view CCTV footage in order to make a decision as to whether to conduct a search for an item .*

7. *Searches for items banned by the school rules*
   - *An item banned by the school rules may only be searched for under these powers if it has been identified in the school rules as an item that can be searched for.*
   - *The school rules must be determined and publicised by the headteacher in accordance with section 89 of the Education and Inspections Act 2006 in maintained schools. In the case of academy schools and alternative provision academies, the school rules must be determined in accordance with the School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012. Separate advice on school rules is available in 'Behaviour and Discipline – advice for 9 headteachers and school staff' via the link under Associated Resources.*
   - *Under section 89 and the School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012 the headteacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.*

8. *Location of a search*
   - *Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school trips in England or in training settings.*
   - *The powers only apply in England.*

During the search

9. *Extent of the search – clothes, possessions, desks and lockers*
   What the law says:
   - *The person conducting the search may not require the pupil to remove any clothing other than outer clothing.*
   - *'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.*
   - *'Possessions' means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags.*
   - *A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.*
   Also note:
   - *The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.*

10. *Lockers and desks*
    - *Under common law powers, schools are able to search lockers and desks for any item provided the pupil agrees. Schools can also make it a condition of having a locker or desk*

that the pupil consents to have these searched for any item whether or not the pupil is present.

- *If a pupil does not consent to a search (or withdraws consent having signed a consent form) then it is possible to conduct a search without consent but only for the "prohibited items" listed above.*

11. *Use of force*
  - *Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules.*
  - *Separate advice is available on teachers' power to use force – see Associated Resources section below for a link to this document*

After the search

12. *The power to seize and confiscate items – general*

What the law allows:

  - *Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. Also note:*
  - *The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.*
  - *Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.*

13. *Items found as a result of a 'without consent' search*

What the law says:

  - *A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.*
  - *Where a person conducting a search finds alcohol, they may retain or dispose of it. This means that schools can dispose of alcohol as they think appropriate but this should not include returning it to the pupil.*
  - *Where they find controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the person thinks there is a good reason to do so.*
  - *Where they find other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.*
  - *Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the person thinks that there is a good reason to do so.*
  - *Where a member of staff finds tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that schools can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them to the pupil.*
  - *Fireworks found as a result of a search may be retained or disposed of but should not be returned to the pupil.*
  - *If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police.*
  - *Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.*
  - *Where a member of staff finds an item which is banned under the school rules they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.*
  - *Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.*

14. *Statutory guidance on the disposal of controlled drugs and stolen items*
  - *It is up to teachers to decide whether there is a good reason not to deliver stolen items or controlled drugs to the police. In determining what is a "good reason" for not delivering controlled drugs or stolen items to the police the member of staff must have regard to the following guidance issued by the Secretary of State:*
  - ***In determining what is a 'good reason' for not delivering controlled drugs or stolen items to the police, the member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of a seized article.***
  - *Where staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug they should treat it as such.*
  - *With regard to stolen items, it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases. However, school staff may judge it*

appropriate to contact the police if the items are valuable (iPods/laptops) or illegal (alcohol/fireworks).

15. Statutory guidance for dealing with electronic devices
    - Where the person conducting the search finds an electronic device they may examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so.
    - The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a "good reason" for examining or erasing the contents of an electronic device:
    - In determining a 'good reason' to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.
    - If inappropriate material is found on the device it is up to the teacher to decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.
    - All school staff should be aware that behaviours linked to sexting put a child in danger. Governing bodies should ensure sexting and the school's approach to it is reflected in the child protection policy. The UK Council for Child Internet Safety (UKCCIS) Education Group has recently published the advice - sexting in schools and colleges - responding to incidents and safeguarding young people
      Also note:
    - Teachers should also take account of any additional guidance and procedures on the retention and disposal of items that have been put in place by the school.

16. Telling parents and dealing with complaints
    - Schools are not required to inform parents before a search takes place or to seek their consent to search their child.
    - There is no legal requirement to make or keep a record of a search.
    - Schools should inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
    - Complaints about screening or searching should be dealt with through the normal school complaints procedure.

Appendix 2 The Health Act 2006

The Health Act 2006 was established 'to make provision for the prohibition of smoking in premises, places and vehicles; for amending the minimum age of persons to whom tobacco may be sold and to make provision in relation to the prevention and control of health care associated infections'.

"Smoking" refers to smoking tobacco or anything which contains tobacco, or smoking any other substance. Smoking includes being in possession of lit tobacco or of anything lit which contains tobacco, or being in possession of any other lit substance in a form in which it could be smoked. For the purposes of this policy smoking also refers to the smoking or vaping of electronic or e-cigarettes or cig-a-likes. It is our intention to project a clean and healthy image for our premises and our pupils. The less smoking or vaping appears as a normal behaviour to pupils, the less likely they are to start to smoke.

Premises will be smoke-free if they are open to the public and/or are used as a place of work. The school premises will include all buildings, sports fields and areas under the auspices of St. Anthony's School. Smoking is also prohibited on vehicles hired by the school or in any vehicle on the school premises.

Appendix 3 Anti-Bullying Policy

Links to legislation
There are a number of pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):
- o *The Education and Inspection Act 2006, 2011*
- o *The Equality Act 2010*
- o *The Children Act 1989*
- o *The Education (Independent School Standards) Regulations 2014 (if appropriate)*
- o *Protection from Harassment Act 1997*
- o *The Malicious Communications Act 1988*
- o *Public Order Act 1986*

Responsibilities
It is the responsibility of:
- o *The headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.*
- o *School Governors to take a lead role in monitoring and reviewing this policy.*
- o *All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.*
- o *Parents/carers to support their children and work in partnership with the school.*
- o *Pupils to abide by the policy.*

Supporting pupils
- *Pupils who have been bullied will be supported by:*
  - o *Reassuring the pupil and providing continuous support.*
  - o *Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.*
  - o *Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.*
  - o *Working towards restoring self-esteem and confidence.*
  - o *Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.*
  - o *Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through Child and Adolescent Mental Health Services (CAMHS).*
- *Pupils who have perpetrated the bullying will be helped by:*
  - o *Discussing what happened, establishing the concern and the need to change.*
  - o *Informing parents/carers to help change the attitude and behaviour of the child.*
  - o *Providing appropriate education and support regarding their behaviour or actions.*
  - o *If online, requesting that content be removed and reporting accounts/content to service provider.*
  - o *Sanctioning, in line with school behaviour/discipline policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.*
  - o *Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or Child and Adolescent Mental Health Services (CAMHS) as appropriate.*

Supporting adults
- *Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of staff and parents, whether by pupils, parents or other staff members, is unacceptable.*
- *Adults (staff and parents) who have been bullied or affected will be supported by:*
  - o *Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.*
  - o *Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.*
  - o *Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools behaviour and discipline policy.*
  - o *Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.*
  - o *Reassuring and offering appropriate support.*
  - o *Working with the wider community and local/national organisations to provide further or specialist advice and guidance.*
- *Adults (staff and parents) who have perpetrated the bullying will be helped by:*
  - o *Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.*
  - o *Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.*
  - o *If online, requesting that content be removed.*

- o Instigating disciplinary, civil or legal action as appropriate or required.

Note: Specific guidance is available for school leaders regarding dealing with complaints made on social networking sites by parents/carers: www.kelsi.org.uk/child-protection-and-safeguarding/e-safety

Preventing bullying
Environment
- The whole school community will:
  - o Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
  - o Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
  - o Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also children with different family situations, such as looked after children or those with caring responsibilities.
  - o Challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others.
  - o Be encouraged to use technology, especially mobile phones and social media positively and responsibly.
  - o Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
  - o Actively create "safe spaces" for vulnerable children and young people.
  - o Celebrate success and achievements to promote and build a positive school ethos.

Policy and Support
- The whole school community will:
  - o Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
  - o Regularly update and evaluate our practice to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
  - o Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying bought to the schools attention, which involves or effects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
  - o Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
  - o Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

Education and Training
- The school community will:
  - o Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures (including recording and reporting incidents).
  - o Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
  - o Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

Involvement of pupils
- We will:
  - o Involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they have to play to prevent bullying.
  - o Regularly canvas children and young people's views on the extent and nature of bullying.
  - o Ensure that all pupils know how to express worries and anxieties about bullying.
  - o Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
  - o Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
  - o Publicise the details of internal support, as well as external helplines and websites.
  - o Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

Involvement and liaison with parents and carers
- We will:
  - o Take steps to involve parents and carers in develop policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
  - o Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats.
  - o Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
  - o Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
  - o Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
  - o Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

Monitoring and review: putting policy into practice
- *The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.*
- *Any issues identified will be incorporated into the school's action planning.*
- *The headteacher will be informed of bullying concerns, as appropriate.*
- *The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying, including outcomes.*

Useful links and supporting organisations
- *Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk*
- *Childline: www.childline.org.uk*
- *Family Lives: www.familylives.org.uk*
- *Kidscape: www.kidscape.org.uk*
- *MindEd: www.minded.org.uk*
- *NSPCC: www.nspcc.org.uk*
- *The BIG Award: www.bullyinginterventiongroup.co.uk/index.php*
- *PSHE Association: www.pshe-association.org.uk*
- *Restorative Justice Council: www.restorativejustice.org.uk*
- *The Diana Award: www.diana-award.org.uk*
- *Victim Support: www.victimsupport.org.uk*
- *Young Minds: www.youngminds.org.uk*
- *Young Carers: www.youngcarers.net*
- *The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools*

SEND
- *Changing Faces: www.changingfaces.org.uk*
- *Mencap: www.mencap.org.uk*
- *Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf*
- *DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25*

Cyberbullying
- *Childnet International: www.childnet.com*
- *Digizen: www.digizen.org*
- *Internet Watch Foundation: www.iwf.org.uk*
- *Think U Know: www.thinkuknow.co.uk*
- *UK Safer Internet Centre: www.saferinternet.org.uk*
- *The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis*

Race, religion and nationality
- *Anne Frank Trust: www.annefrank.org.uk*
- *Kick it Out: www.kickitout.org*
- *Report it: www.report-it.org.uk*
- *Stop Hate: www.stophateuk.org*
- *Tell Mama:www.tellmamauk.org*
- *Educate against Hate: www.educateagainsthate.com/*
- *Show Racism the Red Card: www.srtrc.org/educational*

LGBT
- *Barnardos LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm*
- *Metro Charity: www.metrocentreonline.org*
- *EACH: www.eachaction.org.uk*
- *Proud Trust: www.theproudtrust.org*
- *Schools Out: www.schools-out.org.uk*
- *Stonewall: www.stonewall.org.uk*

Sexual harrassment and sexual bullying
- *Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk*
  - *A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf*
- *Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters*
- *Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related*

Note: *Additional links can be found in 'Preventing and Tackling Bullying' (July 2017) www.gov.uk/government/publications/preventing-and-tackling-bullying*

Appendix 4

The School Code

Behaviour Flowchart

Uniform Flowchart

These are displayed in ALL classrooms.

St Anthony's
SCHOOL ●●●

The School Code

The St. Anthony's "School Code" is a way of reminding pupils what is expected throughout their school day. "The School Code" is positively phrased, short and simple:

| On Time |
| On Task |
| Follow Instructions |
| Be Polite |
| Respect Equipment |

St. Anthony's Behaviour Flowchart

1 – Verbal Warning
"It's your choice....change your behaviour"

2 – Offer Time Out
"It's your choice....change your behaviour"

3 – Ask them to go out
"You need to go and calm down.... change your behaviour"

4 – Class Teacher Consequence
Losing choosing time, losing privileges such as trips, record on SIMs, notify parents, work sent home, miss break times, lose enrichment time, items confiscated

5 – Pupil Support (or SLT if unavailable)
De-escalation, tutor sends work, restorative meetings, feedback to tutor

6 – SLT Consequence
Phone call home, fixed term exclusion, work sent home

7 – Getting to Stage 6 repeated times
Meeting with SLT, Tutor and Parents, Interventions agreed

8 – Serious Incident
Form completed, fixed term exclusion

School Uniform Flowchart

EXCELLENT UNIFORM = REWARD

Black school shoes or plain black trainers, black or dark grey school trousers, black or grey appropriate length skirt, white cotton school shirt or white polo shirt, navy blue zipped fleece or navy blue sweatshirt with school logo

FRIDAY AWARD FOR BEST DRESSED CLASS EACH WEEK

UNIFORM COULD BE BETTER

Dark trainers with coloured logo, light joggers, plain white t-shirt, Plain dark jumper

UNIFORM NEEDS ACTION

Wearing a cap, coloured trainers, jeans, hoodie, coloured joggers, coloured t-shirt,
Coloured jumper and coloured polos

1. Class Teacher FIRST ACTION

Phone home on given day to notify parents that student needs correct uniform for **agreed day.**
Points lost (7 per day)

2. Pastoral Manager FURTHER ACTION **after agreed day**

Phone home and note on Sims
A privilege is now lost for student
i.e. Loss of trip or Friday afternoon reward.

3. SLT FURTHER ACTION

Parental meeting or repeated calls home

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Date for Next Review:	November 2021
Link on School Website	