



## Behaviour Management and Anti Bullying Policy

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<b>Date of last review:</b>	September 2024	<b>Date of next review:</b>	September 2026
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### Policy review dates and changes-

Review date	By whom	Summary of changes made	Date implemented
May 2020	HS NG	Additional consideration Covid 19	May 2020
February 2023	Working Group	Changes with-in all areas in line with department needs	February 2023
September 2025	Paul Burrows	Update KCSIE link Remove Covid appendix	September 2025

<b>Signed</b>	Janet Hall	<b>Designation</b>	Chair of Governors
<b>Name</b>	Janet Hall	<b>Date</b>	September 2025



## **1. Introduction**

This policy is designed to help provide children and young people in all departments of the school with a structured environment in which positive behaviour is encouraged and poor behaviour is discouraged, thus enabling staff and pupils to engage in effective teaching and learning opportunities.

Some pupils find it difficult to achieve this. This may be as a result of many things, including lack of social awareness, difficulties over communication, difficult home circumstances, lack of awareness of the boundaries of acceptable behaviour etc. The child's age and developmental stage should always be taken into account when considering their behaviour.

RSDD is committed to:

- providing a secure, enjoyable and stimulating learning environment which will enable pupils to realise their potential as individuals in society
- providing equal access to a broad and balanced curriculum which:
  - meets statutory requirements
  - reflects the cultural diversity of society
  - meets the needs of all pupils
- maintaining close contact with the home: making parents/carers welcome at RSDD and enabling them to play a full part in the education of their children
- Keep student and Staff as safe as possible for the spread of the Coronavirus.

## **Aims**

- To enable all pupils to be able to work, play and socially interact in a happy, constructive and reasonable manner.
- To develop the positive ethos of the school, including support for the social and emotional needs of pupils, extra-curricular activities and a varied social programme for residential pupils in the evenings will help to promote positive behaviour.

## **Positive Behaviour**

RSDD believes that positive behaviour and work should be encouraged, reinforced and rewarded. A flexible system is in operation to reinforce such qualities. Class teachers are informed of unacceptable behaviour via a behaviour report. The teacher will discuss this with the pupil. The Head of Department records and monitors the behaviour reports. If unacceptable behaviour persists, a key worker will be assigned to the pupil and behaviour targets will be set. Targets will be reviewed regularly. Serious incidents will be dealt with as they occur and may involve the Headteacher.

- Positive reinforcement by staff on a day-to-day basis is recognised as being vitally important.
- Annual awards are made to pupils in school and residence at Open Day for improved work and effort, helpfulness and achievement.
- Achievements in work and sport are also formally recognised in assemblies and collective experiences.
- All pupils deserve an individual approach to managing their behaviour.
- A praise system is in place where students are rewarded for hard work linked to literacy. Any skills they show across the school in reading, writing, speaking, listening is rewarded in a praise which is worth points. Students can achieve these praises in any lesson across the curriculum. Praises are colour coordinated for departments so it is clear to see where points have been awarded. Students who get the most points over the year will be rewarded with book vouchers, and the outright winner will be given a Kindle Fire.

## **Unacceptable Behaviour**

The whole school policy regarding behaviour standards regards the following as not acceptable:

- Swearing
- Racist or sexual comments or abuse
- Extremism
- Bullying including cyber bullying



- Homophobic behaviours
- Violent behaviour towards staff or children
- Damaging property/theft
- Spitting
- Rude responses
- Hitting, kicking, pushing, biting, spitting
- Behaviour which puts the risk of the spread of the Coronavirus.

## **2. Good Practice - A Whole School Approach - PROACT-SCIPr-UK®**

Teachers are responsible for pupil's learning. It is vital that we all work within this ethos and consistently enforce the system that is our school policy. Supporting one another through a consistent PROACT-SCIPr-UK approach to behaviour management, feedback from staff, pupils and analysing behaviour data system shows overwhelmingly that consistency amongst all staff and a positive approach with pupils are the two key factors in ensuring a positive learning environment.

We recognise that

- Each person is unique in his or her needs and learning style
- Positive expectations have a positive effect on the behaviour of others
- As staff we must endeavour to be free from stereotypical notions or preconceived ideas
- Each person is of equal human value and deserving of respect
- Expectations can either challenge or limit the individual
- Each person deserves quality services and is deserving of our best efforts
- We must learn to perceive and understand the thoughts, feelings, wants and needs of the people

We encourage all staff to display positive classroom behaviour examples, next to the 3 C's system laminated sheet and to exercise the meet and greet procedures below:

1. At the beginning of every lesson the teacher will 'meet and greet' pupils at the door as they arrive for their lesson, checking and correcting uniforms as pupils enter the classroom and making sure pupils are not lingering in corridors. When a teacher or student/s change classroom which may lead to them being delayed the pupils will be expected to line up in single file outside the classroom until the teacher arrives.
2. At the end of the lesson the teacher should again dismiss the class in an orderly fashion.
3. All classes must have a seating plan which should be established at the beginning of the year. The default arrangement will depend on student's individual needs and/or disability.
4. Be positive and use praise wherever possible. Give rewards when they have been genuinely earned but look for good behaviour and point it out to the class who will be motivated by this. Most students crave positive words from the teacher, even more so than any formal rewards!
5. Where pupils do not meet expectations the consequences of their actions should be made clear to them. This includes the use of the school's Chance, Choice, Consequence or C-system (See Appendix 1). Teachers should be specific and clear in giving instructions and make sure they have the full attention of the student they are speaking to, even if it takes a little longer to achieve.
6. Teachers should ensure all pupils in the class are paying attention before they address the class. Pupils should not sign and or be allowed to shout or sign out of turn. This may lead to some delays at first but it is essential that pupils know the teachers will not continue until all the class is fully engaged and ready to learn. It should be made clear to the group that any students slow to engage or ready to learn are merely stopping others from learning and use the power of the peer group.
7. Teachers should ensure students have the correct equipment in the class/school and that they bring bags, pencils, books etc. to school. Regular equipment checks by tutors will ensure students have the basic equipment they need. Students who regularly have none



and/or no means to purchase some, should be reported to the Assistant Head of Primary/Secondary/Post 16.

Staff need to ensure that opportunities are taken to make clear and reinforce the school's expectations. Students' successes are celebrated and positive behaviour and work rewarded following the school's Reward System.

All staff must take responsibility for the behaviour and appearance of students both in lessons and around the school.

It is important that all students receive the same clear consistent message from staff. In the classroom a variety of procedures and strategies linked to PROACT-SCIPr-UK are used before applying formal sanctions. These can range from a quiet word, informal warnings, redirecting a student to the work set, explaining the school's expectations and reminding the student of the need for following rules and for focused effort. The list below includes some of the commonly used strategies although this is not a comprehensive list and will depend on meeting the needs of individual students in different situations.

#### Strategies for classroom staff

- Creating an orderly and safe working environment where staff, pupils and parents/carers can work together
- Planning for the needs of the children in the class
- Taking care of the health and safety of every young person
- Developing a consistent procedure and fair approach to managing behaviour and supporting each other to achieve this
- Use of a seating plan
- Request for SLT on-call by calling Reception (in very serious situations/incidents)
- Use of praise and reward systems (tokens)
- Making expectations clear
- Calm movement within the classroom and around the school
- Developing a relevant and challenging curriculum which will enhance learning and self-esteem and which reinforces positive behaviour and high standards
- Developing a school environment which is a stimulating place in which to work reflecting the achievements of our community
- Departmental withdrawals at break time, lunch and after school
- Following the Lodden PROACT-SCIPr-UK® philosophy - a person centred approach to positive behaviour management
- A proactive, planned and structured approach where physical interventions are used minimally and only as a last resort.
- Risk assessments being regularly reviewed

#### **The Role of Staff**

- Teachers are fully aware of the needs of pupils and use appropriate behaviour management styles to engage pupils and encourage them to take part fully in lessons. Strategies used by teachers will enable most pupils to remain in class, it is only when these do not work that the discipline system comes into operation.
- Staff reflect on their own behaviour, evaluate our practice and examine their attitudes.
- Staff have high expectations of self, each other and pupils and are committed to high standards and raising pupil achievement.
- Teachers are responsible for the planning, organisation and delivery of the lesson. From the very beginning teachers need to establish clear, simple and effective routines that pupils can understand, remember and follow.
- Three members of RSDD staff are accredited PROACT-SCIPr-UK® trainers and ensure that the approach is consistently used throughout the school. All new staff undertake initial training as part of their induction programme. All staff have annual refresher training.
- On occasions, the most skilful management will not prevent or stop disruptive behaviour. However, to take no action not only condones the disruptive behaviour within that



particular lesson, it also undermines, through lack of consistency, the efforts of other colleagues who are conscientiously attempting to maintain a classroom environment that supports good behaviour and a positive work ethic.

### **3. Confiscating and searching of students and possessions**

RSDD has a duty to ensure that all pupils and staff are safe and that all pupils have every opportunity to be able to learn in an environment that is safe and conducive to work. RSDD reserves the right to search and confiscate items from pupils should they feel that they are placing the safety of others at risk or challenging the harmonious learning environment of all.

All searches will involve two members of staff, and if a personal search is required, this will be carried out by two members of staff of the same gender as the pupil. Any search must take place in an appropriate place where confidentiality and human rights are observed. Most importantly it should be explained to the student why the search is being carried out and the possible consequences.

Staff should respect a child's wish for privacy and confidentiality as is consistent with good parenting and the need to protect the child.

Children should be informed on admission of the procedures for room and possession searches. A child's room or possessions can only be searched when it might be necessary to safeguard the welfare of the child or others, for example:

- If a child were missing from residence or school, staff would be expected to search the rooms to ensure the child was not hiding. Depending upon the circumstances it may be necessary to look for names and addresses of friends the child was likely to visit to assist the police to locate the child as quickly as possible.
- If there are reasonable grounds that there may be an illicit substance or weapons present.
- If there is a suspicion that there may be a risk of fire, e.g. matches, lighters, petrol being stored. Any reason noted in a child's individual Care Plan or Risk Assessment where it has been identified and agreed that the room or possessions are to be searched e.g. the room of a child who self-harms could be searched for harmful materials.
- This is not intended as a definitive list. Staff should always consult with senior staff.
- Should, during a search, an item be found that is inappropriate, this item can be confiscated and placed in an envelope in the school safe with the student's name on it for identification purposes. The student and the parents/carers should be informed as to why the item has been confiscated and how and when they can have the item returned to them (if appropriate).

### **4. The Use of Rewards and Sanctions**

#### **General**

- Positive rewards include
  - ✚ Smiles and positive gestures
  - ✚ Demonstrative actions e.g. clapping
  - ✚ Verbal/signed praise
  - ✚ Privileges. e.g. special outings
  - ✚ Jobs and responsibilities awarded
  - ✚ Letters, certificates, diary entries to parents
  - ✚ A termly 'Roll of Honour' celebrated
  - ✚ Hot drink and celebration with the Behaviour Lead
  - ✚ Headteacher's Silver token as part of the House System
  - ✚ Behaviour Team Purple token as part of the House System
- The wellbeing room based next to the library is used for isolation at lunch time periods, rewards, relaxation, time out, therapies and support.
- If a young person is in isolation within the wellbeing room at lunch or break time, the door must not be locked and a member of staff must be there to support.
- Soft play/sensory area being developed for support use.





- Individual Support Plan (ISP) - A small number of children at RSDD have an ISP if it is felt that they need more support to manage their behaviour. The plan includes possible triggers for unacceptable behaviour, present behaviour and target behaviour. It also lists support mechanisms to achieve the targeted behaviour and these are discussed with the young person involved. An ISP is reviewed at the end of each term but can be removed at any point in the term. Parents/carers contribute to the ISP along with any professionals involved e.g. NDCAMHS, and other parties concerned with the education of the young person. Identified stakeholders will have a copy of the final document.
- Liaison between school and residence allows clear continuity of care.
- Additional support - Inclusion Support Procedure – many pupils have individual timetables to support their specific needs

### Rewards linked to the House System

All pupils and staff are divided into four teams or houses and rewards given as tokens for these colours.

#### Earning House Tokens

- Polite, well-mannered behaviour
- Demonstrating a caring attitude towards peers
- Working to the best of their ability
- Good attendance
- Neatly presented work
- Positive attitude towards work
- Sporting achievement
- Taking part in competitions and events
- Helpful approaches to different situations
- Excellent work in class
- Excellent homework/coursework/portfolio
- Making an outstanding effort in class/college lectures
- Excellent achievement in work experience
- Excellent achievement in the community

Daunt House Culture and History	Hanifin House Comedy and Story Telling	Westbury House Sport and Adventure	Kendall House Media and Creative Arts
			
			

Winning shield designs to be used for banners, supporting, certificates

#### Isolated achievement- Kindness, good work, helpfulness

- Modelling good behaviour
- Great manners (holding doors open, excuse me to get past etc.)
- Showing good behaviour that they normally find difficult (trying to sit nicely on the carpet, answering questions, starting tasks straight away etc.)
- Sharing (without being asked)
- Following school rules without prompts
- Good homework
- Following classroom routines and rules without prompts

#### Sustained achievement – Good behaviour, achieved target, creative homework

- Achieving targets and goals set by the teacher (over a period of time)
- Work of a very high standard for the pupil (Expected progress or above)
- Persisting with a task they find challenging without adult intervention

#### Special/exceptional achievement

- Outstanding achievements that are considerably higher than expected progress.

#### Star of the week and 'You've been spotted'



In EYFS – year 6, children gather each Friday to decide on a 'Star of the Week'. The children vote and the child voted 'Star of the Week' wins the 'star point' which is worth 3 points (PAWs). The Star of the Week also receives a certificate from their teacher.

## **Reward Tokens**

Staff give a token of the pupil's house colour to them as a reward. Pupils place these tokens into their colour tube, which is in the library. Staff log the points onto the [Reward Points System](#).

The silver Headteacher token worth ten points.

The purple Behaviour Team tokens are worth five points and awarded by the Behaviour Team as part of individual strategies.

There are white tokens that are awarded for small achievements e.g. strategies to manage specific behaviours. Ten white tokens equal one coloured token. When ten white tokens are achieved, they are swapped for a coloured token.



Every 50 tokens – pupils are awarded a raffle ticket which is drawn out of the box every half term to win a prize.

Each term, the pupil with the highest number of points in each house across Primary and Secondary receive a reward.

Post 16 have their own celebration of behaviour although for some students, the Reward Token system still applies.

Post 16 students receive a Post It Note stating what they have done that has earned a reward, the reward will be a number of raffle tickets. The Post It Note is displayed on a board in the Post 16 department in order to celebrate success.

Staff will award between one and ten raffle tickets to students depending upon the extent of the achievement.

Raffle tickets are placed into a container and a raffle is drawn at the end of each term. There will be prizes for first, second and third places.

A tally of raffle tickets awarded to each student will be kept and the student with the most tickets will win an end of year prize.

### **Consultation with Pupils**

Every year the Pupil Council will be given the opportunity to review the rewards and propose new rewards.

## **Specific Department Awards**

### **Primary Department**

#### **Rewards**

- For positive work and acts of kindness, helpfulness and positive behaviour the child is awarded a star. When 5 stars have been gained, the teacher responsible for assembly will give the child a badge. This is entered into their reward book. When this book is full, a small present is given to the child concerned.
- All children have the opportunity to be nominated by their teacher for the 'Child of the Week' award (this is awarded weekly to a child in each class). Team work is promoted with the 'Class of the Week' award. The successful class gains a trophy to display in their classroom. 'Child of the Week' and 'Class of the Week' awards are presented in celebration assembly on Fridays.
- All Primary classes use a visual behaviour tracking system for each child. This is clearly displayed in the classroom and includes a photo of the child. This is linked to the stars reward system above as well as the sanction section below.
- Annual awards are made to pupils in school and residence on Open Day for improved work and effort, helpfulness and achievement.



- Each classroom has individual award systems such as 'smiley faces', marbles in jars and golden time.

#### **Sanctions**

- The Primary classes use a visual weather tracking system that will highlight what the child's behaviour has been like during different times of the day. For example, should a child display continuous challenging or disruptive behaviour, the child's photograph will be placed onto the visual aid of the cloud, or rain. Should the child be able to show improved behaviour or is able to make the right choices, the photo of the child will be moved to represent the improvements and be moved onto a visual sign of the sun.
- Loss of free time e.g. playtime or lunchtime and extra work
- A report to the Key Stage Co-ordinator or Headteacher depending on the severity of the unacceptable behaviour
- A report system will be established for repeated unacceptable behaviour in order to keep a record during each day over a specified period of time
- Acts of physical violence towards another child or member of staff and behaviour which disrupts the education of the rest of the class will result in the child being withdrawn to the 'Time Out' area within the Classroom or Primary Department. Internal seclusion in the Wellbeing Room with a member of the Behaviour Team.
- If unacceptable behaviour persists an individual plan of behaviour management and the procedure to be followed will be devised and implemented by the staff involved. This will be reviewed regularly.
- Parents/carers and residential staff will be kept informed.
- In exceptional circumstances the Headteacher may decide to suspend a child for a specific period of time and contact home by method appropriate to home language e.g. phone call, email or text.

### **Secondary Department**

#### **Rewards**

- A range of competitions and systems give a range of rewards.
- Positive behaviour as well as neutral and negative behaviour are logged
- All positive behaviour is reinforced and praised in tutorials.
- Links are made with offsite provision to acknowledge positive behaviour.
- Prizes and awards
- Certificates
- Off-site activities
- Extra free time / chosen activity

#### **Sanctions**

- Loss of free time e.g. break time or lunchtime and extra work/detention
- A report to the Key Stage Co-ordinator, Behaviour Lead or Headteacher depending on the severity of the unacceptable behaviour
- Serious incidents which disrupt the education of the rest of the class will result in the pupil being withdrawn with a member of the SLT.
- Parents/carers and residential staff will be kept informed.
- In exceptional circumstances the Headteacher may decide to suspend a child for a specific period of time.
- Achievement Assemblies and awards/certificates

### **Post 16 Department**

#### **Rewards**

- All positive behaviour is reinforced and praised in tutorials.
- Links are made with off-site provision to acknowledge positive behaviour.
- Leisure / sporting activities
- Certificates and awards
- Mention on the school's website and other social media sites (when appropriate)
- Post it notes of praise





### Sanctions

- A report to the Post 16 Lead, Behaviour Lead or Headteacher depending on the severity of the unacceptable behaviour
- Serious incidents which disrupt the education of the rest of the class will result in the pupil being withdrawn from the group
- Parents/carers and residential staff will be kept informed.
- In exceptional circumstances the Headteacher may decide to suspend a child for a specific period of time.

### Residence

#### Rewards

- Positive reinforcement by staff on a day-to-day basis is recognised as being vitally important and houses have reward systems in place depending on the age and maturity of pupils
- In residence the relevant staff are informed of unacceptable behaviour. The Key Worker or Head of House will discuss this with the pupil. Targets will be reviewed regularly.
- Serious incidents which disrupt the harmony of the rest of the house will result in the pupil being isolated from the group
- Parents/carers and school staff will be kept informed.
- In exceptional circumstances the Headteacher may decide to suspend a child for a specific period of time.

#### Sanctions

- Loss of free time e.g. grounding in serious incidents after consultation with the Headteacher / Deputy Head Care and Guidance / Residential Lead
- Parents/carers and school staff will be kept informed
- Serious incidents involving severe disruption, violence, verbal abuse, damage to property or serious self-harm may lead to fixed term or permanent exclusion.
- Loss of privileges

## 5. Anti-Bullying

### Our school community:

- Will not tolerate bullying, including between adults, or adults and children and young people, or between children and young people.
- Discusses, monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate

### Definition of bullying

Bullying is behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally and 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.
- the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.



Forms of bullying can include

- Bullying related to race, religion or culture.
- Bullying related to SEND (Special Educational Needs or Disability).
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (homophobic and Biphobic bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.
- Bullying via technology – “cyberbullying”

### **Preventing, identifying and responding to bullying**

The school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils’ social and emotional skills, including their resilience.
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school/student council.
- Regularly update and evaluate our approaches 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.
- Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents). Specialist behaviour staff are already onsite to support.
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Actively create “safe spaces” for vulnerable children and young people.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.

### **Child on Child abuse**

If a child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person’s behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged perpetrator.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

### **Dealing with Incidents**

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached



- A clear and precise account of the incident will be recorded and given to the Headteacher and/or designated lead
- The Headteacher/designated lead will interview all concerned and will record the incident
- Teachers/Form Tutors will be kept informed
- When responding to cyberbullying concerns the school will take all available steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary. The police will need to be involved to enable the service provider to look into the data of another user.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour and discipline policy.
- Parents/carers will be kept informed
- Sanctions will be used as appropriate and in consultation with all parties concerned
- If necessary and appropriate, the police or other local services will be consulted

### **Supporting Pupils**

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Reassuring the pupil and providing continuous support
- Restoring self-esteem and confidence
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Pupils who bully will be helped by:

- Discussing what happened and establishing the concern and the need to change
- Informing parents/carers to help change the attitude and behaviour of the child
- Providing appropriate education and support
- If online, requesting content be removed and reporting account/content to service provider
- Sanctioning in line with school behaviour/discipline policy. This may include official warnings, detentions, removal of privileges, fixed-term and permanent exclusions.
- Speaking with police or local services

### **Supporting Adults**

Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated lead and/or a senior member of staff/Headteacher
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour and discipline policy
- Reassuring and offering appropriate support
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Adults (staff and parents) who bully will be helped by:

- Discussing what happened with a senior member of staff and establishing the concern
- Clarifying the schools official procedures for complaints or concerns
- If online, requesting content be removed and reporting account/content to service provider
- Instigating disciplinary, civil or legal action

### **Involvement of pupils**

We will:



- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of help lines and websites.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

### **Liaison with parents and carers**

We will:

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats.
- Ensure that all parents/carers know who to contact if they are worried about bullying.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively.
- Ensure all parents/carers know where to access independent advice about bullying.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

### **6. Physical Intervention – following Lodden PROACT-SCIPr-UK**

If preventative measures are not successful or unfeasible, in averting behavioural crisis, and if the person is in danger of hurting themselves or others, approved physical interventions may be used in an emergency. Such interventions are only used when all other methods of intervention have been explored e.g. early intervention or non-verbal calming techniques. All staff are trained to administer non-restrictive techniques and annual refresher courses are attended by all child contact staff. Three RSDD senior leaders are qualified as trainers. Identified staff have additional training for Person Specific Interventions.

- Physical interventions are defensive techniques and are not used offensively.
- Physical interventions follow a gradient system of implementation. A sequence of least restrictive to more restrictive is followed.
- Restrictive physical interventions are considered the most intrusive and would only be used to interrupt or terminate a truly dangerous situation where serious injury could result.
- After applying any physical intervention, appropriate support must be provided to the individual, other people who witnessed the incident and staff involved.
- Interventions are recorded and include
  - Description of the behaviour and situation
  - Names of person implementing the intervention
  - The physical intervention techniques used
  - Time commenced and terminated
  - Outcome and resolution
- The use of physical interventions at RSDD is monitored and audited. This will take into account the effect of any interventions on individuals.
- When using interventions, health and safety is always considered and the gradient approach always used.
- Any intervention is terminated immediately if the individual demonstrates any signs of distress.
- No physical intervention will be used if there is a medical contraindication

### **7. Exclusion**

- Exclusion will be used sparingly in response to serious infringements of school policies. Permanent exclusion will be used as a last resort when all possible intervention has taken place, and when allowing the child to remain in school would be detrimental to the education or welfare of the pupil or others



- The decision to exclude is the Headteacher's alone, or a senior member of staff designated to take decisions in the absence of the Headteacher.
- Before exclusion, the Headteacher will have assembled all the relevant facts and given the matter full consideration before making the decision.
- The Headteacher will contact the parents/carers and the Chair of Governors by telephone or text as soon as feasible, or possible, to inform them of the exclusion. The pupil will be kept at school until appropriate travel arrangements have been made and it is confirmed that there is somebody at home to receive him or her. Written information about the decision to exclude will also be sent by post (first class) as soon as possible to:
  - the parents/carers
  - the Chair of Governors
  - the local education authority
- An exclusion will be for a fixed period, and this will usually be for no more than five days. In such cases, the decision of the Headteacher is final.
- If the fixed period exclusion is for more than five days, parents/carers can appeal to the School Governors (and the Headteacher must inform them of this right). The Governors may :
  - tell the Headteacher to readmit the child to school
  - confirm the length of the fixed period exclusion - such a decision will be final
- Fixed period exclusions can be extended or made permanent in the light of new evidence or circumstances
- If a pupil's misbehaviour is serious, or if he/she keeps breaking school rules after every intervention has been made by staff, a pupil may be permanently excluded. If it is a permanent exclusion, parents/carers must be informed that they have the right to take the matter to an Appeal Committee of the Governors. This committee should consist of a minimum of 3 Governors and must not include the Headteacher. Meetings of the Appeal Committee should be held after the expiry of time allowed for parents/carers to make representations (7 days), but within 15 school days from the date on which notification of the exclusion was received from the Headteacher.
- The Appeal Committee, having considered all the facts should:
  - uphold the Headteacher's decision
  - direct the Headteacher to reinstate the pupil immediately or by a specified date
- The following parties should be informed of the decision
  - the Headteacher
  - the parents/carers
  - the local education authority

**Leadership sanction seclusion/exclusion**

- Behaviour/wilful damage – 1-2 days
- Extreme/verbal abuse to staff – 2 days
- Assault – 2–3 days
- 2nd Assault – 5 days
- 3rd Assault - Permanent considered
- Persistent disruptive behaviour having been sanctioned from the above – Permanent considered
- Bringing items or objects into school that are illegal or endanger others – Permanent considered
- Alternative provision

**All cases will be judged individually with SEN taken into account.**

## **8. Responsibilities**

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Headteacher, senior managers, teaching and non-teaching staff to be aware of this policy and implement it accordingly.
- The Headteacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- Staff to support and uphold the policy





- Parents/carers to support their children and work in partnership with the school
- Pupils to abide by the policy.

## **9. Coronavirus and Social Distancing**

As a result of the huge efforts everyone has made to adhere to strict social distancing measures, the transmission rate of coronavirus (COVID-19) has decreased. We therefore at RSDD have put in strict measures to protect staff and pupil as much as possible and support with further progress. Student who, knowingly break the rules on Social Distancing will be dealt with under the behaviour policy. Some pupils find it difficult to achieve this. This may be as a result of many things, including lack of social awareness, difficulties over communication, lack of awareness of the boundaries of social distancing etc. The child's age and developmental stage will always be taken into account when considering their behaviour and action to be taken.

Unacceptable behaviour is when a young person knowingly and persistently breaking the rule on social distancing such as

- Entering space of another person
- Spitting and spitting on another person
- Coughing and not covering their mouth
- Not following the routes around school
- Threats towards another that they have the virus
- Not following the rules on clothing

## **10. References**

- [Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion September 2017](#)
- Equality Act 2010 and Advice for Schools May 2014  
<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
- "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", October 2014  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444862/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444862/Preventing_and_tackling_bullying_advice.pdf)
- Lodden Training and Consultancy Agency <http://www.loddontraining.com/>
- BILD Code of Practice <http://www.bild.org.uk/our-services/accreditation/>
- [Keeping children safe in education 2025](#)
- <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>
- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- It is also based on the [special educational needs and disability \(SEND\) code of practice](#)

## **See also**

- Complaints Policy
- E-Safety Policy
- Looked After Child Policy
- Safeguarding Policy
- Searching Belongings
- Sharing Information and Confidentiality Policy



## Appendix 1

### Behaviour: 3 C's

C1 Chance	C2 Choice	C3 Consequence
<p>Normal behaviour strategies to be used for disruptive behaviour prior to</p> <ul style="list-style-type: none"> <li>First formal warning given</li> <li>Name on the C1 side of the board</li> <li>Improvement = no further action</li> </ul>	<ul style="list-style-type: none"> <li>Second formal warning and final warning given</li> <li>Name on the C2 side of the board</li> <li>If the issue ends here, teacher to record event in behaviour on Integris</li> <li>Form tutor / Behaviour Lead informed and speaks to pupil and support a sanction if necessary</li> </ul> <p>C2 sanctions could include</p> <ul style="list-style-type: none"> <li>Withdrawal to the lunch time 'withdrawal table' in the dining hall, then into the class with the teacher that issued the withdrawal.</li> <li>Loss of privileges / enrichment / after school activity</li> <li>The Behaviour Team track the C2 reports and Individual Support Plan (ISP) and Risk Assessment in place if needed.</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour Team to support. This may be in the lesson or withdrawing from the class for a short or longer amount of time.</li> <li>Staff who use this to work with the Behaviour Team to look at future strategies and ISP</li> <li>Teacher to record event on My Concern as a C3 incident</li> </ul>

## Appendix 2

### Individual Support Plan (ISP) Example

#### Individual Support Plan (ISP)

<b>Name of Child</b>					
<b>Date of Birth</b>					
<b>Year Group</b>					
<b>Date Written</b>					
<b>has the following plans in place; (please tick the one/s that are relevant);</b>					
Team around the Family (TAF) Plan		Education, Health Care Plan (EHCP)	√	Health Care Plan	
Child in Need Plan		Personal Education Plan (PEP)		Placement Plan (Residential Childcare)	
Child Protection Plan		Looked After Child Care Plan (LAC)		Other(Please specify);	
<b>has the following Involvement of other agencies (please tick the one/s that are most relevant); Please give contact number/information for each service involved;</b>					
CAMHS		Speech and Language	√	Physical and Sensory support	
Social Care		Educational Psychologist		Audiologist	√
Education Welfare Officer		Health (School Nurse, Hospital, Specialist, GP etc.)		Other (please specify); Local Authority – ASD team	
<b>Complex SEN</b>					
<b>Strengths and interests</b>					



### Appendix 3

#### PROACT-SCIPr-UK® Philosophy



## PROACT-SCIPr-UK®

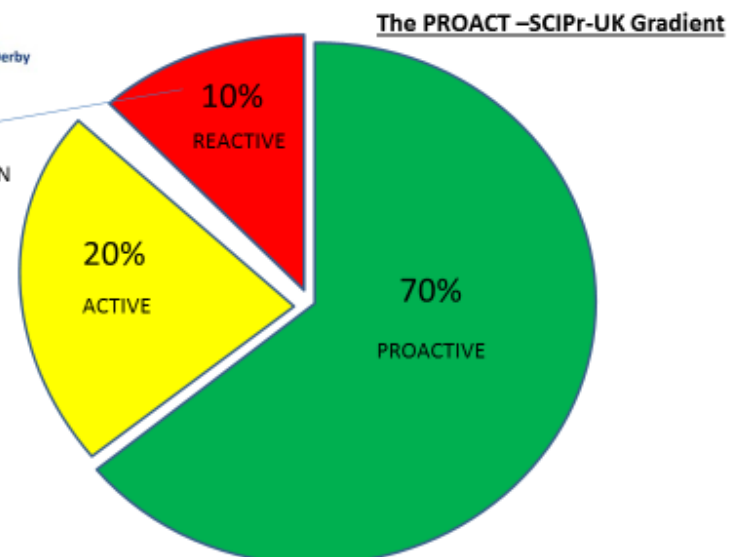


### Philosophy

- A positive approach.
- Understanding people's behaviour.
- People not being able to communicate their wants and needs.
- Identifying distress early and responding positively, in a non-restrictive way.
- Use of supportive physical interventions when it is essential to safety.
- Takes the 'whole-person approach' to supporting people whose behaviour can be of concern and in turn, can restrict their own lives and independence.



PHYSICAL  
INTERVENTION



**PROACTIVE** - Addresses needs before problems arise

**ACTIVE** - Helps individuals to calm so that their needs can be addressed

**REACTIVE** - Responds to behaviours of concern as they occur



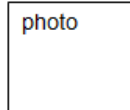


## Appendix 4

### Risk assessment example

Royal School for the Deaf Derby

#### Risk Assessment Record



<b>Name</b>		<b>School Year</b>	
<b>Date of Birth</b>		<b>Local Authority</b>	

a) Likelihood of Risk	b) Severity of Risk	c) Risk Rating (a x b = c)
1 = Low (low or minimal risk)	1 = Slight (minor injury)	1-2 = Minor = No action required
2 = Moderate (small change = accident)	2 = Moderate (injury or disease)	3-4 = Medium = May require control measures
3 = High (100% certain to occur)	3 = High (death or serious injury)	6-9 = High = Must Implement control measures



Risk	Possible Outcomes	Likelihood of risk	Severity of risk	Risk Rating (Likelihood x Severity)	Comments/Further Measures	Risk after further measures
					•	
					•	
					•	
					•	
					•	

Name

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## Appendix 5

### Accident form example

1532 Report Number		Derby College for Deaf People Royal School for the Deaf Derby Royal School for the Deaf Derby Trust Co.	
<b>ACCIDENT REPORT</b>			
<b>1) Who had the accident?</b>			
Name			
Address			
Job Title / Department			
<b>2) Who is making this report?</b>			
Name			
Address			
Job Title / Department			
<b>3) The Accident</b>			
When was it?	Date	Day	
Where was it?			
What happened?			
Was person injured?	YES / NO		
If YES - What was injury?			
	Sign	Date	
<b>4) Office use only</b>			
Is Accident RIDDOR reportable?	YES / NO		
If YES, when reported?			
	Sign (HSE or HSS Co-ordinator)		

## Appendix 6

### Pupil friendly anti bullying advice leaflet

<p><b>If you are bullied</b></p> <p><b>DO:-</b></p> <ul style="list-style-type: none"> <li>✓ Ask them to <b>STOP</b> if you can</li> <li>✓ Tell them to go away and leave you alone</li> <li>✓ Ignore them</li> <li>✓ Walk away</li> <li>✓ Use the children's complaint form, give it to a staff member or put it in the <b>red box</b>, if you are too scared to speak openly about it</li> <li>✓ Talk to a friend</li> <li>✓ Tell your parents</li> <li>✓ <b>TELL SOMEONE</b></li> </ul> <p><b>DON'T:-</b></p> <ul style="list-style-type: none"> <li>X Do what they say</li> <li>X Get angry or look upset</li> <li>X Hit them</li> <li>X Think it's your fault</li> <li>X Hide it</li> </ul>		<p><b>What should I do if I see someone else is being bullied?</b></p> <ul style="list-style-type: none"> <li>✓ Tell an adult straight away</li> <li>✓ Don't try and get involved –you might end up getting hurt or you could end up in trouble yourself</li> <li>✓ Don't stay silent or the bullying will keep happening</li> </ul> <p><b>The Headteacher, Governors and staff will work together to:-</b></p> <ul style="list-style-type: none"> <li>✓ Make our school a place where everyone can feel safe and happy. That means <b>no bullying allowed</b></li> <li>✓ We will help everyone to get on with each other and we believe that everyone has the right to be who they are and safe</li> </ul> <p><b>What will happen to a bully?</b></p> <ul style="list-style-type: none"> <li>✓ Teachers and staff will get involved and help you solve problems</li> <li>✓ They can help talk to your parents and talk to your friends</li> </ul>
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**NSPCC text 88858**



**Royal School  
for the Deaf Derby**