

# Behaviour and Anti-Bullying Policy

## Expectations, choices and relationships

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# WYMONDHAM COLLEGE PREP SCHOOL | BEHAVIOUR: EXPECTATIONS, CHOICES AND RELATIONSHIPS

## Introduction

This policy covers how Wymondham College Prep School, including EYFS, promotes good behaviour, responds to poor behaviour, the support systems in place for pupils with special educational/emotional needs and/or disabilities.

This policy is written with regard to the DfE document 'Behaviour in Schools: Advice for headteachers and school staff' (July 2022).

At the very heart of this policy is a deep appreciation that positive behaviour, and in turn what positive relationships with others look like, is something that is taught. Teaching of what positive behaviour looks like happens through children's daily lived experience but also through our school values, the PSHCE curriculum, planned whole school activities and school assemblies.

There is also a deep appreciation that the way children behave is a form of expression and communication linked to the way the way children feel. A child's behaviour is linked to their social and emotional state of being and in some cases, is an indicator that there are factors to do with SEND, safeguarding, SEMH or indeed a combination of all three that result in actions being taken that fall outside the content of this policy.

At Wymondham College Prep School we aim for our children to become independent learners, motivated by their natural curiosity about the world in which they live in. We want them to enjoy life and be happy and aim to achieve this through our nurturing of, for example, empathy, compassion, mutual respect, patience, acceptance, forgiveness and courage.

We believe that our children have the right to learn in a safe environment and believe they should feel and be safe at all times. To enable this to happen we work together with all members of the school community, children, staff, parents/carers and governors to promote this. We expect all of our school community 'To be their best-self and to treat others as they would wish others to treat them'.

## Expectations

High expectations underpin our work. We refer to expectations and not to rules. The reason for this is that we believe that the term 'expectation' is far more aspirational and ambitious than the term 'rule'. School, not limited to time spent in the classroom, should be an enjoyable place for children to learn and our expectations are summed up by the motto:

***'Try Hard, Be Kind, Be You'***

Stemming from the motto, and at the beginning of each academic year, each class works collaboratively to agree on a set of class expectations. These typically will set expectations about how the class will listen to one another, about how they will work and how they will treat one another. An example might be as follows:

- We will listen to the one another by...
- We will act in a way that allows everyone to learn by...
- We will show respect to each other by...
- We will look after each other and our classroom environment by...

We understand that the children’s happiness requires the presence of positive relationships. The relationship between teachers and children must be built on mutual respect and trust in the same way that we expect that children’s relationships with each other must be built upon respect, trust, friendship and tolerance. At Wymondham College Prep School, we believe in the power of positive, and frequent praise for good and caring behaviour as an effective way of improving standards and relationships between individuals.

Adults within the school environment have a duty to be positive role models in all areas. Older children are encouraged to care for and support younger ones both inside and outside the school building just as they would in the family home. At Wymondham College Prep School, we have a positive caring ethos and provide a challenging education. Our goal is for our children to be caring and successful with a high self-regard and esteem as well as an awareness of appropriate behaviour in all social and academic contexts.

At WCPS we aspire to a culture of reporting – we are a ‘telling’ school. We stress the importance of reporting issues of poor behaviour and poor choice making to staff and the importance that this plays in having a healthy school community. We stress that pupils who make poor choices that negatively affect their peers can expect their actions to be shared with an adult in order that they can work with the children to mediate and fix the problems that have surfaced and often by using the restorative practices that follow in this policy.

At WCPS we use the following three *Good Choice Mantras* to support the teaching of behaviour and restorative justice:



## **Playtime and Lunchtimes**

We have equally high expectations of choice making at all times of the school day, including lunchtime and playtime. However, there are additional rules in place at these times so that all our children can be safe and happy:

- Play nicely, be gentle and take turns
- Play where adults can see you to keep you safe
- Use play equipment only in the way it is designed
- Respect those who want to play different games and those who want time on their own
- Remain outside unless given permission to go indoors by a member of staff
- Seek adult help to resolve disputes if you are unable to resolve them yourself

## **After school wraparound care and Enriched Curriculum Activities (ECAs)**

Our Enriched Curriculum Activities programme is extremely popular and many of our clubs are over-subscribed. Some children will miss out on their preferred choice of activity because of this. If a child is persistently making poor choices that disrupts the enjoyment of others during a club or activity then we may deem it necessary to ask that child not to attend so that another child can make more meaningful use of the opportunity.

### **Good Practice**

We expect staff to:

- Be exemplary role models
- Deal with situations in a calm, non-judgemental and neutral manner; thus avoiding confrontation
- Give frequent encouragement and reminders of expectations both in and out of the classroom
- Give frequent praise for good choices, as well as for good work and effort, in the form of verbal cues or visual cues such as a thumbs up
- Use positive language whenever possible and as often as possible
- Think carefully about the language they are using when talking to pupils
- Co-construct relevant consequences and restorative results
- Be vigilant
- Praise children who are doing the right thing as an incentive for others to follow
- Be consistent whilst taking into account each child's individual needs
- Challenge any form of poor behaviour or questionable choices. This is an important first step in dealing with any form of poor behaviour. No adult in school should ignore unacceptable behaviour; even the lowest level of acceptable behaviour. To not challenge makes the behaviour acceptable.
- Challenge poor choices by asking children to Stop Think Reflect
- Understand that whilst celebration should often be a very public event, dealing with poor behaviour and poor choices should be far more discrete
- Make it clear that it is the poor choice making that is the issue and not the child
- Discuss expectations with children before and during activities to ensure they understand how to behave whilst participating in that activity

### **Our approach to positive behaviour and good choices**

The school seeks to promote routine good behaviour and good choice making by means of rewards including celebration, praise and recognition, both public and private, and through various awards. Mutual respect is regularly promoted and expected. We use verbal praise and silent gestures such as a smile, thumbs up or a nod. Praise and recognition are given informally during lessons and activities, and also during form periods and school assemblies.

The formal system for rewarding routine good behaviour is the awarding of House Points. House Points can be awarded in all areas of school life both in and out of the classroom. Staff are encouraged to use these to recognise good behaviour and choice making as well as academic effort, achievement, or improvement. Pupils receive star badges having earned 20, 40, 60 house points, and so on.

Various daily, weekly, half termly, termly and annual celebrations take place to recognise good effort, good attainment, good progress, good character, kindness as well as other areas of personal development. Examples of these include:

- Positive communications between school and home,
- SLT visits to classrooms to offer verbal praise to stand out children who have been identified by class teachers; this is typically done by the teacher giving the SLT member a 'PPP card' (*Promoting Positive Pupils card*) with a brief message that SLT then publicly share with the class. Cards are then displayed and eventually taken home,
- Recognition in assembly,
- Awarding of star badges in assembly,
- Half termly personal development awards,
- A termly cup to the house earning the most house points,
- Awards presented annually during year group prize days,
- Appointing pupil leaders in Year 6.

Children are also encouraged to bring in any awards they have achieved outside of school and these are celebrated in our weekly newsletter; as it is important that our pupils' achievements outside of school are also celebrated.

### **Our approach to negative behaviour and poor choices**

We expect all of our children to behave well and make good choices allowing those around them to feel safe and secure. Children will be made aware that their poor behaviour and poor choices may have consequences in the same way that there will be rewards for good behaviour and good choice making. All consequences should be proportionate to the poor choices made or actions taken and the age of the pupil. They should take into account other factors, such as SEND.

In the event of children behaving in a manner which is inappropriate a member of staff will intervene and help the child to understand what they have done and consider how they can put it right. We expect that the vast majority of children will respond positively to verbal reminders and that in the vast majority of cases, this may well be sufficient. If reminders prove unsuccessful, or when a pupil has obviously behaved in a way that is at odds with core expectations and values then we will work restoratively at different levels to resolve issues as is summarised below. In many of the examples of behaviours or choices below, they may vary in seriousness hugely depending on the age of the child and the context of the behaviour, hence the use of the words or phrases 'significant', 'serious' and 'extremely serious'. For example, there is a significant difference between accidentally using inappropriate language because something unfortunate has occurred and directing inappropriate language at another person in a way that is intended to be offensive. Another example might be the difference between a pupil inadvertently taking an item belonging to another person that has been left out on a desk and intentionally going into the locker or bag belonging to another person with the intention of seeking out objects or items to take:

<b>Step 1</b>	Pupil causing low level disruption in class	<ul style="list-style-type: none"> <li>▪ Dealt with in class, most likely by the TA but could be the class teacher</li> <li>▪ Reminders of expectations through 'Stop-Think-Reflect' conversation, referencing classes own expectations and their Class Charter.</li> </ul>
<b>Step 2</b>	Numerous attempts at Step 1 prove unsuccessful.	<ul style="list-style-type: none"> <li>▪ Dealt with in breakout space, or other suitable area adjacent to classroom, by TA or teacher.</li> <li>▪ TA or teacher to have a restorative conversation with child.</li> </ul>

<p><b>Step 3</b></p>	<p>Numerous attempts at Step 2 prove unsuccessful and low-level behaviour has continued for much of the day, <u>or</u> Significant single incident involving poor choices such as swearing, physical behaviour, disrupting learning or defiance</p>	<ul style="list-style-type: none"> <li>▪ Dealt with by class teacher and SLT informed.</li> <li>▪ Consider whether it is beneficial for the child to choose an alternative activity or join an agreed partner class.</li> <li>▪ Class teacher to have a restorative conversation with the child possibly involving other parties too.</li> <li>▪ Class teacher to speak with SLT member resulting in a <b>Behaviour</b> incident that is recorded on our MIS. Agreed actions and consequences are decided to resolve or repair the situation.</li> <li>▪ A face-to-face conversation or phone call home to parents is made</li> </ul>
<p><b>Step 4</b></p>	<p>Numerous restorative conversations at Step 3 or repeated significant incidents as outlined at Step 3 (spanning more than one day), poor behaviour continues further, <u>or</u> Serious single incidents involving poor choices for example physical assault of pupil or staff member, bullying (stage 1), child-on-child abuse, prejudicial behaviour, theft, damage to property, serious swearing, serious defiance, or dangerous behaviour</p>	<ul style="list-style-type: none"> <li>▪ Dealt with by SLT member.</li> <li>▪ SLT member to have a restorative conversation with the child possibly involving other parties too.</li> <li>▪ Consider whether it is beneficial for the child and the whole class for the child to spend a period of time working away from their peers with an SLT member.</li> <li>▪ At this stage parents invited to meet with SLT member. The child may be required to attend all or part of this meeting if deemed appropriate.</li> <li>▪ Agreed actions and consequences are decided to resolve or repair the situation.</li> <li>▪ Internal exclusion or suspension from school for a fixed period of time may be considered as a consequence at this stage.</li> </ul>
<p><b>Step 5</b></p>	<p>Numerous restorative conversations at Step 4 or repeated serious incidents as outlined at Step 4 (spanning a significant length of time), poor behaviour continues further, <u>or</u> Extremely serious single incidents involving poor choices for example physical assault of pupil or staff member, bullying (stage 2 or 3), child-on-child abuse, prejudicial behaviour, theft, damage to property, law breaking or bringing the school into disrepute</p>	<ul style="list-style-type: none"> <li>▪ Dealt with by the Headteacher</li> <li>▪ The response by the school will <i>aim to continue a restorative approach to find a way forward.</i></li> <li>▪ Agreed actions and consequences are decided in an attempt to try to resolve or repair the situation</li> <li>▪ Internal exclusion, suspension from school for a fixed period of time, or permanent exclusion could be considered as a consequence at this stage.</li> </ul>

## Restorative Approaches

The approach will require all staff working with our students to be aware of the principles and language of Restorative Practices and Restorative Justice, and the ability to apply them to resolving situations in their classes, corridors, and elsewhere in the school community. The principles and use of Restorative Approaches will be a feature in the school's Continuing Professional Development programme, both at the beginning of the school year and where appropriate at other times. In addition to this, a team of trained staff will use the model to resolve more difficult problems in a formal and structured manner with the aim of creating restoration and reparation between those involved.

The Restorative Questions:

- What happened?
- What were you feeling / thinking at the time?
- What do you think / feel about it now?
- Who has been affected by what has happened?
- In what way?
- What impact has this incident had on you and on others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?
- What do we need to do make sure this doesn't happen again?

Another, and very similar line of questioning, is to have a **WARRM** conversation:

- **What.** Storytelling. *Tell me what happened.*
- **Affect.** Feelings and emotion. *Who has been affected and in what way?*
- **Reflection.** Better choices. *How would you describe the choices you made?*
- **Repair.** Making things right. *What needs to happen to fix things?*
- **Moving on.** Plan and agreements. *How will you do things differently if this happens again?*

The questions are neutral and non-judgemental, they are about the wrong-doer's behaviour and its effect upon others, and they are open questions which require an answer. They take everyone from the past (what happened) to the future (repairing harm) and require people to reflect on who has been affected. They are likely to help the wrongdoer develop some empathy for those affected.

The Restorative Approach model can be applied in a number of ways, ranging from informal work in corridors and classes to formal conferences with the wrong-doer and the harmed including working with whole classes. Examples of restorative approaches in action include:

- Restorative Chat – informal chat using restorative questions, this does not include formal referral, preparation, contract or debrief but should/may include a follow-up.
- Corridor/Impromptu Conference – informal conference that does not include formal preparation, but may include an informal contract and a follow up.
- Circle or Classroom Conference – a more-structured conference that requires a degree of pre-conference preparation and, possibly, a contract, debrief and a follow-up session.



- Formal Conference – requires formal pre-conference preparation, possibly a home visit, formal referral, a contract and a formal setting, a debrief after the conference and a follow-up session. This process must be led by a trained conference facilitator.

## Consequences

We expect that the vast majority of children will respond positively to verbal reminders and that in the vast majority of cases, this may well be sufficient. However there may well be occasions where this is not the case and where a restorative approach might not be appropriate. Instead, a different or more significant consequence might be necessary. Consequences are never intended as punishments. Instead, they are used to educate children on the impact of our actions and the choices that we make:

*'The aims of any response to misbehaviour should be to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour.'*

Behaviour in Schools: Advice for headteachers and school staff, DfE (July 2022)

We always aim to work creatively so that the consequence is as closely suited to the incident as possible. Below are some examples of consequences that we might consider appropriate to use. This is by no means an exhaustive list:

- Alternative activity with the same or different class – this might be used to support a pupil to refocus on the work or the activity that they are supposed to be doing.
- Tidy up or clean up – this might be used when a pupil has deliberately made a mess, or where they have defaced work, furniture or a part of the school.
- Lost breaktime or lunchbreak – this might be used when a pupil has been unkind (verbally or physically) during a previous breaktime or lunchtime.
- Give back – this might be used when it is felt appropriate for a pupil to give something back to the school community. This might be by helping with a task or job around the school.
- Loss of privileges – for younger pupils this might involve lost or reduced choosing time and for older pupils it might involve the temporary withdrawal of a position of responsibility.

## Suspension and Permanent Exclusion

In serious cases, it may be necessary to exclude a pupil for a fixed period of time (which is called a suspension) or to exclude them permanently. Suspensions and exclusions are covered in depth in the School's Exclusion Policy.

## Child-on-child abuse

Child on child abuse is one of the specific safeguarding issues that is covered in depth in the school's safeguarding policy. Outlined in the safeguarding policy is information about how the school will respond to reports of sexual violence and sexual harassment. Wymondham College Prep School also recognises that it may well be appropriate to respond in a restorative way, in addition to safeguarding measures that may be taken as a result, as it would with other serious forms of poor behaviour.

Wymondham College Prep School actively seeks to raise awareness of and prevent all forms of child-on-child abuse by educating all staff, volunteers, pupils, and parents about this issue. This will include training all staff

and volunteers on the nature, prevalence, and effect of child-on-child abuse, and how to prevent, identify and respond to it. This will include:

- The identification and classification of specific behaviours.
- The importance of taking seriously all forms of child-on-child abuse (no matter how low level they may appear) and ensuring that no form of child-on-child abuse is ever dismissed as 'horseplay', teasing, banter or 'just having a laugh'.
- Educating children about the nature and prevalence of child-on-child abuse via PSHE, RHE and the wider curriculum.
- Reminding and reassuring pupils about what to do if they witness or experience such abuse, the effect that it can have on those who experience it and the possible reasons for it, including vulnerability of those who inflict such abuse.
- They are regularly informed about the School's approach to such issues, including its zero-tolerance policy towards all forms of child-on-child abuse.
- Engaging parents on this issue
- Ensuring that all child-on-child abuse issues are fed back to the school's safeguarding team so that they can spot and address any concerning trends and identify pupils who maybe in need of additional support.
- Challenging the attitudes that underlie such abuse (both inside and outside the classroom).
- Working with staff, volunteers, pupils and parents to address equality issues, to promote positive values, and to encourage a culture of tolerance and respect amongst all members of the School community;
- Creating conditions in which our pupils can aspire to and realise safe and healthy relationships, and where they feel able to share their concerns openly, in a non-judgmental environment, and have them listened to; and
- Responding to cases of child-on-child abuse promptly and appropriately.

### **Involving Parents/Carers**

We want all adults to reinforce the message that each child needs to take responsibility for their actions by:

- Stating clearly what is right and wrong.
- Explaining what good and poor choices look like in different settings and situations.
- Providing a clear, consistent structure for managing good and poor choices throughout the school reinforced by support from parents/carers at home.

When parents/carers are approached it should be to seek their help and support and inform them of any incidents which may cause their child to become distressed or anxious. Involving parents/carers will, in most cases, follow these steps:

An informal discussion with the class teacher regarding any incidents of unacceptable behaviour that they need to be aware of. This may happen on more than one occasion.

If behaviour problems continue parents/carers are asked to come in for a formal meeting with the class teacher and/or Headteacher.

To strengthen positive links within our school community, school staff are encouraged to keep parents/carers informed when their child has behaved well.

## **Additional strategies to support inclusion**

When poor behaviour and poor choice making are repeated we will consider the support or routes of referral that might be necessary. This could be SEND related, SEMH related, safeguarding related and might involve a Behaviour Plan, Pastoral Care Plan or risk assessment. These are always intended to support and promote positive self-management of behaviour and choice making. The plan would always be designed together with the child, parent, the class teacher and senior staff, so that there is mutual understanding and agreement.

There are a number of support systems in place for pupils having difficulty with making good choices. One such example is a focus card, or choice card, to include specific choices upon which to focus. These choices are agreed by the pupil's class teacher and a member of SLT. The information is also shared with parents.

The school is conscious of its responsibilities under the Equality Act (2010) to ensure reasonable adjustments are made for pupils with special educational needs/disabilities.

It is important that within our school community both adults and children value their own as well as others' individuality, to ensure our continuing efforts of being fully inclusive. We understand that some children may need additional support with their behaviour and readily work with them, their parents/carers and outside agencies to support these pupils. Where necessary the SENDCO will ensure that individual behaviour support plans are in place.

For those pupils whose poor behaviour may be linked to a learning support issue Prep offers a wide ranging learning support programme. Sessions are offered to individuals and small groups to boost self-esteem and to aid social skills development. The school follows guidelines set out in the *S.E.N.D. Code of Practice (2015)* regarding reasonable adjustments.

## **Staff development**

We are committed to keeping our staff updated with any changes to this Behaviour Policy and strive to model consistency in all of our approaches.

## **Monitoring**

The Headteacher and Assistant Headteacher are responsible for the day-to-day monitoring of behaviour and the impact and effectiveness of this behaviour policy.

The regular formal Headteacher's written report to the Sapientia Education Trust includes an analysis of behavioural trends and patterns. This includes analysis of behaviour and exclusions by different groups of pupils, e.g. SEND, pupil premium, disadvantaged, ethnicity and by gender. This data is further scrutinised at the Trust standards committee and by the Trust Director of Education.

## WYMONDHAM COLLEGE PREP SCHOOL | PHYSICAL INTERVENTION

Any physical intervention is carried out with reference to the document Use of Reasonable Force Advice for headteachers, staff and governing bodies (Department for Education, July 2013).

The application of any form of physical intervention places staff and children in a vulnerable situation. Staff, therefore, have a responsibility to follow the policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention. Physical intervention will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk. Definitions of contact are as follows:

- **Physical Contact:** Situations in which proper physical contact takes place between staff and pupils, e.g. in games/ PE or to comfort pupils.
- **Non-restrictive physical intervention:** This refers to all techniques which are taught in the Norfolk Step-On course. This may be used to divert or guide a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the hand, arm or shoulder with little or no force. All incidents of non-restrictive physical intervention will be recorded using the school's current behaviour recording system.
- **Restrictive physical intervention:** This refers to all techniques which are taught as part of the Norfolk Step-Up course. This will involve the use of reasonable force when there is a risk to pupils, staff or property or if good order is being seriously prejudiced. All incidents of Restrictive Physical Intervention will be recorded using the Sapientia Education Trust Restrictive Physical Intervention Form and the Headteacher and/or DSL are informed.

The Head teacher will be informed of all incidences of physical intervention use. The School will ensure that all pupils understand that occasionally there is the need to use physical intervention to keep pupils and staff safe. In certain cases, children have an individual risk assessment which may detail the use of reasonable force which will have been discussed with the parents.

Members of staff are trained on physical intervention following the 'Norfolk Steps' program. No member of staff will undertake physical intervention without appropriate training. The exception to this would be where there is an urgent need to intervene in order to maintain safety and prevent a child from harm. Every adult working in the school has a duty of care to act in such a way regardless of training.

All challenging behaviour will be addressed using the guidelines set out in the behaviour policy. Should an incident require further intervention be needed then staff will use reasonable physical intervention using the minimum degree of contact to prevent a child harming him or herself, others or property. The form of physical intervention may involve staff physically interposing themselves between pupil, blocking a pupil's path, escorting a pupil, or shepherding a pupil away.

## WYMONDHAM COLLEGE PREP SCHOOL | SEARCHING

### Searching, Screening and Confiscation

Any searching or confiscation is carried out in accordance with the advice and guidance in Searching, Screening and Confiscation: Advice for Schools (Department for Education, July 2022). No screening currently takes place. As well as the list of prohibited items on p.7 of this guidance, pupils are not permitted to have e-cigarettes, vapes, mobile phones, tablets, or offensive digital or printed media with them in school. In addition boarders are not permitted to have desktop computers, kettles, hot water bottles or pets. These items can be searched for under the same grounds as those items listed on p.7 of the guidance.

Boarders are permitted to have mobile phones or tablets for use during boarding time only. Day pupils may need to bring a mobile phone with them to help maintain contact with parents or carers during travel to and from school if they do so on their own. In this case, mobile phones must be handed in to the school office for safe storage during the school day.

Recording instances of searching or confiscation is carried out in accordance with the advice on p.15 of the guidance. The school keeps a log of all searches and confiscations. These include:

- the date and time of the search;
- the location of the search;
- which pupil was searched;
- who conducted the search, and who witnessed the search
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

Whilst pupils are not permitted to have mobile phones or tablets in school, if the school has grounds to suspect that there is material on a pupil's mobile device that constitutes an offence or has been used to cause harm to another pupil, then they may request to parents that the device is brought in to school to allow it to be searched.

## WYMONDHAM COLLEGE PREP SCHOOL | SUBSTANCE AND DRUGS MISUSE

Our approach to substance and drug misuse and to drugs education is in line with the advice and guidance in DfE and ACPO drug advice for schools: Advice for local authorities, headteachers, school staff and governing bodies (Department for Education, September 2012).

Wymondham College prep School recognises that it has a duty to develop their knowledge, skills, attitudes and understanding about drugs and appreciate the benefits of a healthy lifestyle.

We define a drug as a substance people take to change the way they feel, think or behave and includes all illegal drugs, all legal drugs including alcohol, tobacco, volatile substances and new psychoactive substances, and all over the counter and prescription medicines.

### Drugs education

Drugs education should enable pupils to develop their knowledge, attitudes and understanding about drugs, and to appreciate the benefits of a healthy lifestyle, relating this to their own and others' actions. The overall aims of the drug education programme at Wymondham College Prep School are to:

- Provide accurate information, and clear up misunderstandings
- Develop a range of skills to enable pupils to make informed choices and decisions about drugs
- Develop rules for, and ways of, keeping themselves safe
- Increase knowledge and understanding about legal/illegal drugs and how these relate to personal health
- Be part of a whole school approach via our PSHE curriculum
- Help pupils identify effective and trustworthy sources of help and support
- Enable pupils to explore attitudes and values and examine the risks and consequences of actions relating to drugs
- Develop pupils' understanding of rules and laws and their self awareness, self-esteem and assertiveness
- Ensure that all children are taught about drugs in a consistent manner, following guidelines that have whole school agreement.

Teaching about drugs will begin in the Early Years Foundation Stage and by the end of Key Stage 1 children should:

- understand they have choices about what they do and that some choices have good effects and some have bad effects
- recognise who can best influence their choices and take responsibility for their own decisions
- understand that some substances can make you better and some can harm you
- know they can seek help and where from (eg parents, teacher)
- be aware of general safety around drugs and substances, including only taking medicines from a parent or carer.

By the end of Key Stage 2 children should:

- be able to make informed choices regarding the use of drugs including medicines, tobacco and alcohol
- be able to make choices regarding their behaviour and be aware of strategies to cope with peer pressure
- understand the differences between legal and illegal drugs and substances and personal consequences
- know that alcohol and tobacco are drugs, as are medicines, and know that some have positive effects and in which circumstances
- know where to seek help for self and family or friends

- have explored the effects and consequences of substances known to them
- understand what good health means.

Drug and alcohol education is a component of our PSHE programme. The grid below shows specific learning intentions for each year group:

Year	Learning Objectives
2	<ul style="list-style-type: none"> <li>• that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies</li> <li>• how to help keep themselves safe at home in relation to medicines/household products</li> </ul>
3	<ul style="list-style-type: none"> <li>• about the choices that people make in daily life that could affect their health</li> <li>• to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)</li> <li>• what can help people to make healthy choices and what might negatively influence them</li> <li>• about habits and that sometimes they can be maintained, changed or stopped</li> <li>• the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle</li> <li>• how to identify typical hazards at home and in school</li> </ul>
4	<ul style="list-style-type: none"> <li>▪ to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally</li> <li>▪ the importance of taking medicines correctly and using household products safely</li> <li>▪ to recognise what is meant by a 'drug'</li> <li>▪ that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing</li> <li>▪ to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects</li> <li>▪ to identify some of the risks associated with drugs common to everyday life</li> <li>▪ that for some people using drugs can become a habit which is difficult to break</li> </ul>
5	<ul style="list-style-type: none"> <li>▪ how medicines can contribute to health and how allergies can be managed</li> <li>▪ to identify when situations are becoming risky, unsafe or an emergency</li> <li>▪ to identify occasions where they can help take responsibility for their own safety</li> <li>▪ to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour</li> </ul>
6	<ul style="list-style-type: none"> <li>▪ about the risks and effects of different drugs</li> <li>▪ about the laws relating to drugs common to everyday life and illegal drugs</li> <li>▪ to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs</li> <li>▪ about the organisations where people can get help and support concerning drug use</li> <li>▪ how to ask for help if they have concerns about drug use</li> <li>▪ about mixed messages in the media relating to drug use and how they might influence opinions and decisions</li> </ul>

## Drugs in School

- Non-prescription medicines should not be brought to school.
- Medicines prescribed by a doctor can be brought into school. These should be handed to the office and the relevant 'Administering medication' form completed. Medication will be given by a trained member of staff.
- Boarders only – boarders may be given paracetamol or ibuprofen during the school day as well as during boarding time before and after school and during the weekends.
- Asthma Inhalers may be used and, depending on age, either kept in the child's classroom or on their person. Teachers must ensure inhalers are accessible.
- Auto-adrenaline injectors are kept in the medical cupboard in the school office and used by a staff member who has been given training. One staff member would administer the pen and another phone for an ambulance in the event of a reaction.
- Where a child is known to suffer from a medical condition, an individual health care plan may be prepared and agreed with parents and circulated to staff.
- Staff taking medicines, should store them in a place that is inaccessible to children.
- The school ensures that potentially harmful substances are stored safely and pupils are supervised carefully in the event of them having to be used in the course of their work. The use of correction fluid and aerosol sprays by children is prohibited with the exception of boarders who are permitted to have aerosol deodorant spray.
- Equipment for cleaning and maintenance e.g. aerosols and paints are stored in a locked room inaccessible to children. These will also be covered by COSHH (Control of Substances Hazardous to Health) rules, regarding exposure of employees to hazardous substances.
- The school is a smoke free site. This applies to all adults and children on the school site at all times. Cigarettes found in pupil's possession will be confiscated, locked in the school office and returned to parents.
- If alcohol is authorised at school, e.g. for a school social function, arrangements will be made for suitable storage. Any alcohol found in pupil's possession will be confiscated, locked in the school office and returned to parents.
- The possession, use or illegal supply of other unauthorised drugs on the school premises is strictly prohibited. In dealing with drug related incidents the school's primary concern will be with the health and safety of those involved and the school community as a whole.
- Drug incidents involving staff should be dealt with following the SET Code of Conduct.

## Drugs Incidents

Drug related incidents are defined as any incident in which drugs both legal or illegal are involved. The school does not condone the misuse of drugs and alcohol, nor the illegal supply of these substances.

Drugs (legal or illegal) related incidents can generally be placed into one of three categories

- Rumours of use or dealing on or off the premises
- Actual use or dealing on or off the premises, including a first aid response
- Disclosures of own or others use from a student or parent and requests for help and support

The Headteacher will take the final decision on any response to an incident.



Incidents will be dealt with on an individual basis. The Headteacher will take the lead in dealing with them. Other staff will only be involved on a need to know basis. The safeguarding policy will be followed in regard to all incidents. In making a decision the school seeks to balance as far as possible the interests of the pupils involved and the interests of the school and local community. The headteacher will decide if the Police need to be informed or whether the school will manage the incident internally.

In most cases we would fully expect to involve parents at the earliest opportunities with regard to the unauthorised use of drugs and this will be made clear to pupils.

Where a pupil has been involved in a drug related incident, the school will endeavour to secure appropriate care and support for the pupil and the family and will use sanctions where appropriate.

### **Possible Drug Incident Scenarios and likely course of action**

Pupils found using cigarettes or alcohol	Confiscate, inform Head, contact parents
Pupils found with what looks like an illegal drug on the school premises.	Confiscate, inform Head, contact parents, contact Police
Staff suspected of teaching under the influence of drugs	Refer to Whistleblowing and Disciplinary Policies and SET code of Conduct, inform Headteacher
Drugs found on school premises	Contact the Police
A pupil discloses own involvement with drugs.	Inform Headteacher and DSL
A pupil discloses a parent, relative or friend is using drugs.	Inform Headteacher and DSL
A parent is suspected of being under the influence of drugs when on school premises.	Inform Headteacher and DSL, contact Police if necessary
The school becomes aware of the availability of the sale of drugs in the school vicinity.	Inform Police

# WYMONDHAM COLLEGE PREP SCHOOL | ANTI-BULLYING

## Ethos

**We have a zero-tolerance approach to all forms of bullying.** The whole community of Wymondham College Prep School is committed to dealing with all incidents of bullying. We do not want any member of our community to suffer any form of bullying behaviour. Therefore, we endeavour to create an ethos that regards all kinds of unkind behaviour as unacceptable. All members of the Wymondham College Prep School community need to feel secure within it and should never have to feel fear due to the actions of any other person within the school. By effectively preventing and tackling bullying, we can help to create safe, disciplined environments where children are able to learn and fulfil their potential.

## Definition of Bullying

There are numerous definitions of what constitutes bullying:

- Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online. [Anti-Bullying Alliance]
- Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious lasting problems. [StopBullying.gov]
- There is no legal definition of bullying. However, it's usually defined as behaviour that is: repeated, intended to hurt someone either physically or emotionally, and often aimed at certain groups, for example because of race, religion, gender or sexual orientation. It takes many forms and can include: physical assault, teasing, making threats, name calling, cyberbullying - bullying via mobile phone or online, for example email, social networks and instant messenger. [Gov.uk]

At Wymondham College Prep School, bullying is defined as when:

***An individual or group of pupils PURPOSEFULLY choose to make another pupil's or group of pupils' lives miserable, PERSISTENTLY and intentionally targeting others to either physically or emotionally hurt someone that involves a real or perceived imbalance of POWER.***

- **Persistently repeated behaviour:** incidents are not one-offs; they are frequent, and happen over a period of time.
- **Purposeful intent:** The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeted:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations

We teach the children that for a situation to be described as bullying, it needs the following 3Ps:



Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is our first priority but emotional bullying can be more damaging than physical and our teachers will make their own judgements about each specific case. Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

### Forms of Bullying

Examples of forms of bullying could include the following events that involve the 3Ps:

Physical - direct	Physical - indirect	Verbal	Non-verbal & emotional
Hitting, Kicking, Spitting, Throwing things	Getting another person to assault someone.	Verbal insults, Name calling, Spreading malicious rumours, Getting another person to insult victim	Threatening gestures, Obscene gestures, Removing or hiding belongings, Deliberate exclusion from an activity

All incidents of bullying should be defined from the victim's point of view. For example, a child may be prevented from joining in a group game at playtime because one child in the group initiates a collective barrier. This may not seem too serious to an onlooker but it can be devastating to the child if it continues on a daily basis. Bullying is not when children fall out or don't get on with one another.

### Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people 'forward on' content at a click.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a child's mobile phone.

If an electronic device that is prohibited by our school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they will give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, will not be deleted prior to giving the device to the police.

If a staff member finds material that they do not suspect contains evidence in relation to an offence, they will decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

### **Prejudice based bullying**

This includes bullying that is motivated by prejudice towards any of the 9 legally protected characteristic groups:



### **Prevention**

We aim to prevent bullying from occurring by educating our children as follows:

- One of our core values is kindness and, therefore, we focus on the promotion of kindness and good character which, in turn promotes an environment and culture which makes it difficult for unkind behaviour or bullying to exist
- Our school motto is 'Try Hard, Be Kind'
- We talk to children and place emphasis on building positive relationships across the entirety of the school community
- We create opportunities built into the curriculum to develop their understanding of bullying e.g. Anti-Bullying week, Kindness week
- We educate through daily reflection, whole school assemblies, and PSHE lessons
- We create an ethos of good behaviour and choices where children treat one another with respect
- We ask children to move around school sensibly and to be considerate of the needs of others
- We celebrate and promote diversity, difference and respect for others.

### **Dealing with instances of bullying**

If bullying does take place, Wymondham College Prep School will:

- Involve senior staff,
- Take any incident of bullying seriously,
- Involve parents and ensure there is a clear message that the school does not tolerate bullying;
- Speak to individual children to identify all facts,

- Ensure that the bully/bullies and any of their supporters are brought together and the issue discussed,
- Consider, at the discretion of the member of staff dealing with the incident, whether or not it might be beneficial for the victim will be present at any meetings or restorative follow up sessions with the bully/bullies,
- Ensure that all children involved understand any actions being taken,
- Ensure that follow up work with perpetrators results in them understanding the effect that their behaviour has had on others and that, where appropriate, they share the responsibility to put things right

### **Consequences of Bullying**

The consequences of bullying reflect the seriousness of the incident so that others see bullying is unacceptable. This does not however mean a bully will be automatically permanently excluded from school. There are three stages at which bullying will be dealt with. If appropriate, the allegations of bullying may proceed straight to stage two or stage three below if warranted upon consideration of all the circumstances.

**Important note about boarders: outside of the school day, the way that boarders' behaviour is managed is covered by the Boarding Discipline, Rewards and Sanctions Policy. Bullying, however, remains dealt with in the way set out in this policy and the whole school Discipline Policy.**

#### **Stage one (initial stage)**

Context: unkind behaviour by a pupil or pupils towards another pupil (e.g. name-calling), which appears to have come to light for the first time (i.e. the individual or individuals have not been the perpetrators in any other cases of bullying).

Consequences at this stage to include:

- A behaviour note made on the pupil's file.
- Parents of the victim and preparator informed.
- A conversation with a senior staff member ensuring that the pupil has an understanding that the school adopts a zero-tolerance attitude of bullying, that they are taking responsibility for their actions, that they are clear on the expectations of their behaviour moving forwards, that they are able to understand the emotional or physical harm that they have caused.
- A restorative conversation with the victim or victims in which mutually agreed ways of moving forward can be established and agreed

Staff, acting in a sense as mediators, work to put a stop to the bullying behaviour. The pupil is confronted with the potential effects of their behaviour on the victim, and the consequences of any repetition are spelled out. The reasons for this approach, and the need to report immediately any renewed or repeated bullying, are discussed with the victim. The situation is monitored in the short term and class teachers of the victim and the perpetrator are consulted. Parents will be consulted based on the level of upset caused

#### **Stage two**

Context: persistent/repeated bullying or a more serious isolated incident, possibly following on from stage one, or undiscovered and prolonged.

Consequences at this stage to include:

- A behaviour note made on the pupil's file.
- Parents of the victim and preparator informed.

- A conversation with a senior staff member ensuring that the pupil has an understanding that the school adopts a zero-tolerance attitude of bullying, that they are taking responsibility for their actions, that they are clear on the expectations of their behaviour moving forwards, that they are able to understand the emotional or physical harm that they have caused.
- A restorative conversation with the victim or victims in which mutually agreed ways of moving forward can be established and agreed.
- Individual anti-bullying work involving regular one-to-one educational and preventative time with a senior staff member.
- Involvement of other senior staff members e.g. DSL, SENDCO to explore possible underlying factors.
- Consideration of short term or long term intervention e.g. focus card, behaviour plan, referral to outside agencies.
- Suspension for a fixed period of time (see Exclusion Policy)
- A face-to-face meeting between parents of the perpetrator and a senior staff member to make clear the likely consequences of further repeats of bullying, which could include further suspension or permanent exclusion from the school.

The response is most likely to be effective if parents, of both the victim and the bully or bullies, are involved promptly. Parents of the victim will be invited to be involved in monitoring the situation. The situation is monitored in the short term, and then reviewed after two or three months to ensure that the victim feels safe again.

### **Stage three**

Context: repeated bullying following unsuccessful attempts to resolve at Stage 1 or Stage 2.

Consequences at this stage ranging from and to:

- Involvement of other senior staff members e.g. DSL, SENDCO to explore possible underlying factors.
- A face-to-face meeting between parents of the perpetrator and a senior staff member to include it being made clear that further repeats will result in consideration of a suspension or permanent exclusion from the school.
- Consideration of short term or long term intervention e.g. focus card, behaviour plan, referral to outside agencies
- Suspension for a fixed period of time (see Exclusion Policy)
- Permanent exclusion from the school (see Exclusion Policy)

Any stage three allegations will be dealt with under the School's Behaviour Policy. In the event that a pupil is suspended for more than five days during term time because of their bullying behaviour, this decision can be appealed through the School's Appeals Procedure.

### **Intervention for victims of bullying**

The school will support children who are bullied and make appropriate provision for a child's needs. The nature and level of support will depend on the individual circumstances and the level of need. These can include a quiet word from a teacher that knows the child well, internal pastoral intervention such as ELSA, formal counselling, engaging with parents, referring to local authority children's services, or referring to Child and Adolescent Mental Health Services (CAMHS).

In some circumstances, the consequences of bullying may lead to a child experiencing pronounced social, emotional or mental health difficulties. We will ensure that provision is available to meet a child's short term needs, including setting out what actions they are taking when bullying has had a serious impact on a child's ability to learn. If the bullying leads to persistent, long-lasting difficulties that cause the child or young person to have significantly greater difficulty in learning than the majority of those of the same age, then school will

consider whether the child will benefit from being referred to Child and Adolescent Mental Health Services (CAMHS) or to the school SENDCO.

### **Intervention for perpetrators of bullying**

The child who bullies often has social and emotional needs themselves. To support them we:

- talk to the child;
- discuss issues with parents / carers;
- offer the family Early Help support via the school's designated safeguarding lead (DSL);
- assign the child to group or individual support to address the issues identified.

### **Safeguarding children and young people**

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident will be addressed as a child protection concern under the Children Act 1989. Where this is the case, Wymondham College Prep School staff will discuss with the school's designated safeguarding lead (DSL) and report their concerns to their local authority children's social care and work with them to take appropriate action.

### **Criminal law**

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order 5 Act 1986.

If Wymondham College Prep School staff feel that an offence may have been committed they will seek assistance from the Police. For example, under the Malicious Communications Act 1988, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

### **Bullying which occurs outside school premises**

Wymondham College Prep School staff members are permitted to challenge children for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address children's conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate children's behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to Wymondham College Prep School staff, it may be investigated and acted on. The headteacher will also consider whether it is appropriate to notify the Police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the Police will always be informed.

While school staff members have the power to discipline children for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the child is under the lawful control of school staff, for instance on a school trip.

### **Staff Development**

We are committed to keeping our staff updated with any changes to our Anti bullying Policy and strive to model consistency in all our approaches.

In addition to an induction programme for all new staff which outlines our behaviour policy, positive handling policy and anti-bullying policy, there will be ongoing review and development of our Anti-bullying policy as a part of the professional conversation between all staff. The sharing of experiences and evaluation of class data is considered to be an integral part of professional development within the school.

### **Monitoring**

Class teachers will be expected to monitor the anti-bullying policy within their own classrooms, record, in line with the policy and raise concerns that may arise about behaviour patterns either of individuals or groups of children within their class.

The Headteacher will monitor bullying across the school and through his termly reports will inform both Trustees and the Trust about patterns of behaviour, bullying and any serious incidents. Reporting will require evaluation by different pupil groups and characteristics.

The Headteacher's monitoring of behaviour will be evaluated through external reviews commissioned by the Trust on an annual basis. It may also feature as a focus of regular monitoring visits by the Trust's central team.