



Wadham School

Behaviour Management and Anti-Bullying Procedures

Who is Responsible?	Governing Body
Statutory Policy?	Yes
Review Timescale	Every 3 years
Approval Date	May 2021
Next Review	May 2024

Signed

Date:

Statement of Intent



Our school is shaped by key values which flow from our Christian foundation.

Our School is shaped by key values which flow from our Christian foundation as represented in the wheel above. At its centre is "Hope". Without hope we and our students will not flourish. Our behaviour policy draws on these values and underpin our approach to behaviour and rewards.

REWARDS

Our approach to Behaviour Management means that we are constantly looking to “catch the students being good” and this will be rewarded in public. Positive behaviour should be recorded on SIMS and house points applied. We have a structured procedure for rewarding students as follows:

Classroom Recognition

1. Verbal praise, either written or oral is a key feature of successful teacher / student relationships. Research tells us that the ratio of 5:1 positive to negative interactions has a big impact on learning.
2. Display of work recognising performance; model successful outcomes and makes students feel valued.
3. **House Points** are given to students in Years 9-11 as rewards for valuable skills, attitude and contribution to school life. All staff should feel free to award House Points liberally. They are logged electronically and all staff will be reminded of this procedure early in the Autumn term.
4. **Praise Postcards** are particularly valued by students. All subject teams have their own designs, and the cards reward a range of positive contributions to the school or community. They should be completed by staff and then handed in at Reception where they will be addressed and sent home.
5. **Headteacher’s Commendations** recognise outstanding work or contribution to the school or community. A suitable time should be arranged with the Head’s PA when the Head can meet a student who has achieved something special. This award is presented in the form of a certificate. ***Whole School Recognition***

1. Achievements by teams or individuals in extra-curricular activities are recognised in **Half School Worship** on Wednesday and Thursday each week. Please give the details to the member of staff taking the assembly – a written note is helpful.

2. **Awards Assemblies/Certificates**

At the end of Autumn, Spring and Summer Terms staff are asked to nominate students for awards in their subject areas as well as other areas of school for example in the following categories:

- (a) The student who tried hardest this term
- (b) The best piece of work during this term
- (c) Full or half colours are also awarded for sporting, musical and other achievements.

3. **Presentation Evening/Certificates**

This is held in September each year. It recognises A level and GCSE achievement as well as achievements in among other Year groups. Prizes are given for achievement, attainment, and other contributions to school life.

Attendance Rewards

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

1. At our termly Award Assemblies, those students in each Year group who have achieved 97+ % attendance are recognised.
2. At the Summer Term Award Assemblies, the student whose name is drawn from all those with 100% attendance for the whole year receives a greater value prize.
3. On Dress your Best Day for Year 11 special awards are given to those students who have achieved 100% attendance during that year and since the start of Year 9. Tutors might like to use this incentive when encouraging good attendance.
4. 10 House Points are given for 100% attendance each week.
5. 5 House Points are given for 97% attendance and above each month

Rewards:

We strive at Wadham to celebrate our young people's successes.

Student Actions	Possible Rewards
Good classwork	Verbal praise Work on display House points Praise postcard home Bronze/silver/ gold award Head Teacher's Commendation Phone call home End of term certificate.
Good attendance	Verbal praise House points Bronze/silver/ gold award Tutor group prizes and reward activities End of year certificates Prize in end of year 100% attendance raffle
Kindness	Verbal praise House points Bronze/silver/ gold award Praise postcard home Head Teacher's Commendation Phone call home End of term certificate.

Following Wadham behaviours	Verbal praise House points Bronze/silver/ gold award
Excellent punctuality	Verbal praise House points Bronze/silver/ gold award
Representing the school	Verbal praise House points Phone call home
	House colours for sport Praise postcards home Head Teacher's Commendation End of term certificate
Extra-curricular successes/achievements	Verbal praise Praise postcard home Mention of achievement and congratulations in acts of worship

- Teachers will regularly prominently display and change good work in the classroom. Names will not be displayed.
- Teachers will display house points on a wipeable board above the behaviours names to demonstrate that we are expecting positive behaviour.
- The table above is not exhaustive, but demonstrates Wadham's desire to celebrate our young people's achievements.



Wadham Behaviours



The following behaviours are expected of all students, staff and visitors to the school in promoting a positive culture of learning and well-being:

READY

- ✓ Wear correct uniform/PE kit at all times
- ✓ Ensure you have all the required equipment for learning
- ✓ Ensure your mobile phone is switched off and remains out of sight
- ✓ Be punctual – arrive on time for learning
- ✓ Complete all work, including HW, to the best of your ability within the deadline set
- ✓ Adopt a positive attitude to learning, especially when things become challenging!
- ✓ See 'opportunities' not 'obstacles'
- ✓ Accept that mistakes are a normal part of learning and development
- ✓ Always give of your best

RESPECTFUL

- ✓ Respect yourself
- ✓ Respect others through your kind and caring behaviour
- ✓ Respect the environment around you
- ✓ Follow staff instructions – they are there to support you
- ✓ Do not use swear words or language to cause upset/offence
- ✓ Do not use abusive or threatening language/behaviour
- ✓ Be tolerant of others' opinions, faiths and views – we are all equal!
- ✓ Report any safeguarding concerns to a member of staff – 'speak up – speak out'

SAFE

- ✓ Move calmly and quietly when walking around the school site
- ✓ Be aware of others around you and respect personal space
- ✓ Avoid out of bounds areas – be where you are meant to be!
- ✓ Avoid dangerous behaviours that can cause injury or damage to yourself and/or others
- ✓ Report any safeguarding concerns to a member of staff – 'speak up – speak out'

"Life in all its fullness." – John 10:10

Responding to 'Behaviour for Learning' concerns.

The way we all behave has an impact on our community. Positive behaviour will support our community and progress in academic and social education. Behaviour that has a negative effect on the person themselves or on the community around should be challenged and support should be offered to seek improvement. Actions have consequences and therefore Wadham implements a *graduated* response to concerns that are identified.

Wadham staff strive to model positive behaviour and use de-escalation strategies and a PACE (Playfulness, Acceptance, Curiosity and Empathy) approach when managing behaviour.

Wadham staff work together and support each other to implement a graduated response. Teachers and students can be supported by other teachers, middle leaders and/or senior members of staff.

The following information are examples. Circumstances can differ on a case-to-case basis. Previous situations and the build of individual situations can mean persistent disruptive behaviour is as serious as a serious 'one-off' event as it has a negative impact on the smooth running of the school. An example of a behaviour that persistently disrupts the smooth running of the school is punctuality (lateness to lessons) – the negative impact of poor punctuality on a lesson and all of the learners in that lesson should not be underestimated.

As part of the graduated response, the information below includes sanctions from ranging from teacher detentions, curriculum detentions and senior team detentions to Internal suspension, suspension and permanent exclusion.

It is important that we all recognise that there will be concerns about behaviour and that we all are working for continued improvement and we must maintain that positive outcomes are always possible and the ultimate goal.

Behaviour that Prevents Learning & Affects wellbeing

Persistent disruptive behaviour, even if low level which prevents learning and affects the wellbeing of students and staff must always be challenged. A young person who does not respond to a verbal check or challenge may receive one or more of the following consequences at the teacher's discretion:

- Name on the board - Visual indication to the student that their behaviour is not acceptable.
- 'Time-Out' - A short period of time outside the classroom to self-review and improve on re-entry.
- Move to a different seat – Intervention to support improvement.

Alongside these teachers will be expected to:

- Allow the student time for reflection.
- Help the student understand the impact of their behaviour/actions on others.
- Ensure that every new lesson is a fresh start
- Use de-escalation and PACE strategies and other techniques to build positive relationships and a positive learning environment.

Students who do not respond to the above:

- Will be moved to a different classroom with another colleague (Curriculum Team 'parking') and be put on a blue parking report for 5 consecutive lessons. If a second parking incurs during this time the student will spend a day in the Internal Suspension Room (ISR)

Students whose behaviour log identifies this as persistent poor behaviour:

- May continue their learning in the Internal Suspension Room for a period of time or be placed on a Tutor, Head of Year or SLT report depending on severity. Contact will be made with parents to inform them of the concerns.

These are all not necessarily sequential nor are they exhaustive. Not all are required to have happened before moving to further sanctions.

If a member of staff requires support to action any of the above then the 'Emergency Discipline Support' system can be initiated using Teams messaging.

A member of staff will attend to support the situation. At this point a determination will be made by the duty staff member on the next step of necessary action, which could include the student being removed from or returned to the classroom.

Follow up to 'Behaviour for Learning' concerns.

Teacher follow up :

- ✦ Complete behaviour log and contact home.
- ✦ Speak to student(s). Use a restorative approach.
- ✦ Explain details of behaviour concern to student.
- ✦ Outline expectations for the future and check completion of learning that may have been missed.
- ✦ Identify a 'clean slate' will be in place to start again.
- ✦ Set targets, feedback, identify improvement, praise and if applicable Wellbeing/SMEH signposting

Support for teacher :

- ✦ Inform and consult with tutor of student to gather / share information.
- ✦ Inform and consult middle leader (Lead Teacher (LT) and/or Curriculum Team Leader (CTL).
- ✦ Resulting actions could be : Curriculum detention and/or Departmental report.
- ✦ Consider forward movement to develop student's emotional intelligence.
- ✦ Restorative justice meetings. Please liaise with Student Support.
- ✦ Teacher and LT/CTL consult with Head of Year (HOY).
- ✦ Head of Year (HOY) report. (Electronic or physical booklet)
- ✦ SLT report. (Electronic or physical booklet)

Action / Support for CTL/HOY :

- ✦ Inform and consult with Line manager and or other SLT member as available.
- ✦ Consider further follow up support and sanctions for teacher and student.

Graduated response, actions and support in response to persistent disruptive behaviour or a serious incident :

Recording - When behaviour support is requested a behaviour log will be opened by the administration member of staff responsible for behaviour logging. Teaching staff are required to add details without duplicating the log. If a member of staff needs to record behaviour that is a cause for concern where EDS support has **not** been actioned then that member of staff creates the behaviour log and adds the details required.

Restorative Approaches to Managing Behaviour - Forgiveness is at the heart of the Christian faith. Restoring relationships and moving forward from difficulties is a priority. When needed, opportunities are provided for conversations to take place to enable members of the school community to move forward and repair relationships. This enables students to learn about their behaviour and that of others. Restorative Approaches from the Restorative Justice model will be led by trained staff. All parties are prepared to reflect and use reparative/positive language.

Supporting Behaviour for Learning - For some, extra support and intervention is needed to develop skills and bring about a change in behaviour and attitude. Pastoral Support Plans are for students who are at risk of permanent exclusion. PSPs may also be used with some students who are learning to manage their behaviour or have complex

needs, which may include referral for extra support and/or to outside agencies. These measures are preventative and try and support the student.

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

Internal Suspension– Internal Suspension is used when behaviour and actions of a student are persistently disruptive, a serious concern or as a preventative measure. Students are separated from the school population and are required to access work for their lessons using Teams and work with a good attitude to learning. Internal Suspension is used as part of the graduated response, often, but not always before suspension from school.

Suspension (previously fixed Term Exclusion) - On occasions, Senior Leaders may judge it necessary to suspend a student from school. The decision to do this is not taken lightly. The decision is ultimately made by the Headteacher or by a Deputy Headteacher in their absence.

Permanent Exclusion (PX) – *Wadham* is an inclusive school but on occasion it is necessary to permanently exclude a student from our community.

Behaviour Management.

Examples to support understanding of the complex nature of working with behaviour.

Key issues to be aware of are:

1. It is important to have flexibility in how we deal with behaviour. Responses listed here allow for judgement and flexibility to be applied, and are not sequential.
2. The focus on consequences here is balanced by our rewards system
3. At all times students are treated with dignity and we always seek to be able to forgive and show that forgiveness
- 4.

Student Actions	Possible Responses – none are sequential
Behaviour that is preventing learning and teaching and affecting wellbeing, e.g: <ul style="list-style-type: none">• Not paying attention• Talking to others• Name calling• Unkind comments• Derogatory or non-inclusive language• lateness	<ul style="list-style-type: none">• Verbal challenge by teacher; warning of a “name on board”• Verbal warning – name written on board• Put outside for a short period• EDS called• Detention/’parked’/dept report• Discussion with tutor/class teacher• Teacher to contact parents if situation persists (The above is guidance, is not sequential and staff are strongly encouraged to apply judgement)
Serious and / or persistent disruptive behaviour	<ul style="list-style-type: none">• Internal Suspension• Suspension/ Permanent exclusion
Verbal abuse/racist or discriminatory language intended to offend	<ul style="list-style-type: none">• Internal Suspension• Fixed Term or Permanent exclusion

Bullying another student, including intimidation and discrimination	<ul style="list-style-type: none"> • Mediation by tutor or another adult • Suspension or permanent exclusion <p>Permanent exclusion will be considered where either a serious one off incident or repeated transgression takes place</p>
Failing to follow the instructions of staff or rudeness to a member of staff, including swearing.	<ul style="list-style-type: none"> • Student should be given the opportunity to make amends • Internal Suspension • Suspension or Permanent Exclusion
Offensive language, swearing, either in general conversation or to another student. Nonthreatening	<ul style="list-style-type: none"> • Verbal reprimand • Afterschool detention • Internal Suspension

Student Actions	Possible Responses – none are sequential
Failure to complete homework	<ul style="list-style-type: none"> • Verbal warning – new date set • Detention to complete work • Repeated failure will result in contact with home and an agreed way forward
Failure to complete classwork	<ul style="list-style-type: none"> • Student detained to complete work and parents informed • Detention
Lateness to lessons	<ul style="list-style-type: none"> • Detention • After school detention • Dept. Report • 'Parked' and blue parking report card. • Internal Suspension
Truancy	<ul style="list-style-type: none"> • Afterschool detention • Internal Suspension • Escorted to lessons
Failure to attend detention	<ul style="list-style-type: none"> • After school detention • Phone call home. • Internal Suspension
Uniform is incorrect	<ul style="list-style-type: none"> • Confiscation of jewellery • Made to put right in school • Contact home • Sent home to put right • Internal Suspension
Mobile phone out	<ul style="list-style-type: none"> • If a mobile phone is seen this results in a behaviour point and confiscation until the end of the school day in the first instance. • For repeat offence, parental collection will be required
Misuse of the I.T. Network/Internet	<ul style="list-style-type: none"> • Removal of privileges • Contact with home • Internal Suspension
Off Site Without Permission	<ul style="list-style-type: none"> • After school detention • Internal Suspension
Dropping litter	<ul style="list-style-type: none"> • Told to pick it up
Chewing gum	<ul style="list-style-type: none"> • Student is required to remove gum from mouth and put in the bin

Smoking or in the company of smokers	<ul style="list-style-type: none"> • Items confiscated and items will need to be collected by someone with parental responsibility • Detention • Internal suspension • Signposting to smoking cessation support
Poor conduct while on a school visit or representing school off-site	<ul style="list-style-type: none"> • Internal Suspension • Suspension • Ban from school trips and visits • Permanent exclusion would be considered in very serious cases
Poor behaviour on school transport	<ul style="list-style-type: none"> • Warning letter sent to parents by LA • After school detention • Banned from school transport (LA and school decision) • Internal Suspension • Suspension or Permanent Exclusion
Poor behaviour at social times	<ul style="list-style-type: none"> • After school detention • Internal Suspension • Suspension or Permanent Exclusion
Student Actions	Possible Responses – none are sequential
In possession of/or under the influence of a banned or illegal substance (including alcohol)	<ul style="list-style-type: none"> • Confiscation of substance • Suspension . Permanent exclusion will be considered • Police involved, if illegal • Drug and alcohol support given and signposted to
Dealing or intent to deal in illegal substances	• Permanent Exclusion and police informed
In possession of an offensive weapon or a weapon able to cause offence	<ul style="list-style-type: none"> • Suspension or Permanent exclusion • Permanent exclusion will always be considered • Police informed if illegal
Damage to school property	<ul style="list-style-type: none"> • Detention • Parents informed and invoiced for cost of damage • Internal Suspension • Suspension or Permanent exclusion
Theft of property	<ul style="list-style-type: none"> • Requirement to return or replace stolen property • Internal suspension • Suspension or Permanent exclusion • Restorative Justice meeting with victim
Racism, Homophobia, Transphobia and other discriminatory behaviour	<ul style="list-style-type: none"> • Internal Suspension • Suspension or Permanent exclusion • Reported to LA
Assault	<ul style="list-style-type: none"> • Internal Suspension • Suspension or Permanent exclusion • Police involvement may be appropriate • Restorative Justice Approach • Signposting to support for all involved.

IF BULLYING IS SUSPECTED WE ENCOURAGE STUDENTS TO TELL

How to Encourage Telling - We encourage students and parents to tell by using assemblies, PSHE lessons, tutorials and information sharing to inform them of the ways of doing this. In addition to these methods, the following key approaches have been adopted:

Online Alert System

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

Anti-Bullying Ambassadors and Well-being Champions

In collaboration with the Diana Award, the school has a trained team of Anti-Bullying Ambassadors. These are students trained to spot and counsel their peers on dealing with hurtful or bullying behaviour. They are easily identified by their distinctive lanyards and ID badges. These young people are key to increasing our knowledge of bullying and the capacity of students to stand up to this. **How Bullying is Reported:**

In addition to students telling, as outlined above, we encourage parents to contact the school via EduLink/e-mail/phone or the bullying reporting box to ask to speak to the student's tutor or someone from the Student Support team.

If the matter is not dealt with to the parent's satisfaction, we invite contact with the Designated Safeguarding Lead (Mrs Sarah Coombe) or one of The Safeguarding Team

What We Will Do When Bullying is Reported:

We will always take action when bullying is suspected or reported. We will find out the facts of any incident and :

- Meet those concerned either individually, and / or, if appropriate, together
- Use peer group pressure actively to discourage bullying
- Break up bully groups
- Use Restorative Justice meetings to enable safe future coexistence within the Wadham community
- Contact parents at an early stage and keep them informed of our actions
- Help students develop positive strategies, assertiveness, and support their emotional health
- Staff will record incidents of bullying using our electronic systems. All other relevant records of the investigation and follow up work and records of sanctions will be kept electronically
- Bullying behaviour will result in sanctions. Examples of possible sanctions are contained in the Behaviour Policy

- We will request help from agencies such as, Educational Psychologist, PFSA, School Nurse, FIS, YVS and others where appropriate
- After an incident has been reported and action taken, a member of staff will meet with those involved periodically afterwards to ensure that the situation has improved and all involved feel safe. Contact will also be made with parents.

Appendix A

Policy changes:

This policy is reviewed at least once a year. We will continue to adapt the policy and adhere to the Department of Education published guidance, whenever new guidance is published. We will always implement a graduated response in order to safeguard the safety and well-being of students and staff.

Below is an example of an amendment to our policy that was put in place at the height of the pandemic:

COVID-19

COVID-19 is a new illness that has affected the UK and the world. Although, for the majority of people the symptoms of the illness are relatively mild, there are those in our population who can be devastatingly affected. Therefore, at Wadham school we take any behaviour that threatens others' safety with regards to this illness very seriously. We will endeavour to educate our students on how to best keep themselves and members of our community safe through online and some face-to-face learning. Behaviour that puts others at risk will be sanctioned.

Student Actions	Possible Responses – none are sequential
<p>COVID -19 ADDENDUM:</p> <ul style="list-style-type: none"> • Failure to comply with social distancing guidelines. • Failure to follow good hand and respiratory hygiene. • Spitting or coughing in the face of staff or student. • Being out of zoned year area without permission. • Failure to wear a mask inside the school buildings or on school transport • Mixing with other year groups during social time or between lessons. • Wilful and repeated transgression of protective measures in place to protect public health. 	<ul style="list-style-type: none"> • Verbal reprimand • Internal exclusion • Phone call home • Parental meeting • Fixed Term or Permanent exclusion would be considered for a serious one-off incident or persistent refusal to follow instructions