

Wellington School



Honesty

Community

Excellence

Fairness

Endeavour

Behaviour Policy

Updated: November 2022

Review Date: November 2023



Wellington School



<i>Policy Title</i>	<i>Behaviour</i>
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Summary of Contents

The policy outlines the expectations of student behaviour.

<i>Date of Update</i>	November 2022
<i>Review Date</i>	November 2023
<i>Status</i>	Statutory
<i>Member of SLT Responsible</i>	E Copeland

September 2021

Foreword

Good behaviour is essential to allow all our students to achieve their full potential. High standards of behaviour promote effective learning; effective teaching and learning promotes good behaviour. No student will be allowed to behave in a manner which adversely affects the learning opportunities of others.

We believe in a culture of inclusion, equality of opportunity and respect for all members of our community and in the importance of self-discipline and self-esteem. Discrimination in any form will not be tolerated. We recognise that students with unusual emotional or behavioural needs will receive support to achieve the expected standard of behaviour.

We view as essential a system of rewards for good or improving behaviour and sanctions where standards fall below an expected level. Rewards reinforce and sustain good behaviour and encourage other students to behave well.

Sanctions demonstrate that misbehaviour is not acceptable, demonstrate the disapproval of the school community and deter other students from similar behaviour. These rewards and sanctions must be applied consistently and fairly. However, it is recognised that the application of rewards and sanctions must have regard to the individual situation and the individual student and the Headteacher is expected to use discretion in their use.

The School will have an effective and easily understood behaviour policy developed by our Headteacher through consultation with students and their parents or carers and the staff. This policy will clearly state the code of conduct and the rewards and sanctions used.

We expect that students' behaviour will be monitored and that parents or carers will be kept informed of their child's behaviour.

Mr S Beeley
Headteacher

Behaviour

Inside the Classroom - Behaviour for Learning

Students are expected to:

- ❖ Demonstrate the School values
- ❖ Arrive on time with all the necessary equipment (pen, pencil, ruler, eraser, calculator, PE kit, Planner)
- ❖ Take responsibility for their own learning and behaviour
- ❖ Make a positive contribution to lessons
- ❖ Speak and act respectfully to staff and other students
- ❖ Listen to and follow instructions
- ❖ Complete class work and homework to the best of their ability
- ❖ Meet all deadlines
- ❖ Demonstrate the School values

Outside the Classroom

Students are expected to:

- ❖ Demonstrate the School values
- ❖ Wear the correct uniform at all times and remove coats, scarves and gloves when inside the building
- ❖ Be responsible for their own belongings
- ❖ Treat others with respect and courtesy
- ❖ Alert any concerns to a member of staff rather than be a bystander
- ❖ Walk quietly and sensibly
- ❖ Keep to the left and follow the one - way system
- ❖ Take the shortest route (following the flow system)
- ❖ Take care of displays
- ❖ Keep walls and furniture clean and unmarked
- ❖ Put all litter in bins
- ❖ Not eat / drink in corridors or classrooms without permission
- ❖ Report any damage to the building or school equipment to a member of staff
- ❖ Treat all facilities in an acceptable way
- ❖ Demonstrate the School values

In the Neighbourhood

Students are expected to:

- ❖ Demonstrate the School values
- ❖ Wear their uniform correctly
- ❖ Be polite
- ❖ Respect property
- ❖ Keep all litter until it can be put in a bin
- ❖ Keep noise to a minimum
- ❖ Ride bikes safely on the way to and from school

Behaviour outside school which undermines school discipline may be subject to the School's Sanction Policy

Behaviour Outside School

The law allows teachers to have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable". This includes misbehaviour when the pupil is:

- Taking part in any school – organised or school related activity
- Travelling to and from school
- Wearing school uniform
- In some other way identifiable as a pupil at Wellington School

Or misbehaviour at any time, including misuse of social media out of school, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Non-Negotiables

1. Teacher at the door to greet and dismiss students.
2. Appearance code is enforced.
3. Register taken within the first 10 minutes.
4. Seating plan in place.
5. 'Wellington Framework for Teaching' is used as the basis for lesson planning, delivery and feedback.
6. Lesson has clear objectives and success criteria.
7. Lesson starts promptly with students thinking/active straight away.
8. Behaviour for Learning applied consistently and sanctions issued in line with school policy.
9. Teacher ensures students take pride in written work (date and title underlined, HW and CW labelled, pencils for diagrams and drawings, sheets stuck in books).
10. Students stood behind chairs and dismissed in an orderly manner, on time and not before the bell.

Behaviour Procedures in the Classroom

Unacceptable behaviour in a lesson:

Behaviour which is likely to cause disruption to others including:

- Talking when told to work in silence
- Turning around without permission
- Getting out of seat without permission
- Late to lesson after the bell and after the rest of the class has arrived
- Calling out without permission
- Failure to follow instructions on the first time of asking

Failure to comply with the Appearance Code

- Chewing gum
- Eating in class (unless permission to do so)
- Uniform infringement – including PE kit (refer the Appearance Code)

For any of the unacceptable behaviours above:

- First breach: a warning must be given
- Second breach: a 15-minute detention will be issued by the class teacher
- Third breach a 30-minute detention will be issued by the class teacher
- Fourth breach- pupil sent out of the classroom and referred to HOD for a 45-minute detention
- Students late to lesson without a good reason – a 15 minute detention with the class teacher every time.

ALL DETENTIONS MUST BE RECORDED ON CLASSCHARTS AND IN PLANNER

- No exercise book - student must be issued with paper and **copy up work missed**
- **No homework - compulsory Homework Support for students who fail to complete 3 homeworks for KS3 and 5 for KS4 in a half term For students who fail to complete 5 homeworks in a half term they will attend SLT Detention**

Failure to attend a class teacher 15-minute detention:

- Class teacher issues a 30-minute detention
- Failure to attend the class teacher 30-minute detention with the class teacher leads to a 45-minute detention with a HOD
- Failure to attend a HOD detention will result in one-hour school detention with a member of SLT

Equipment

- The form tutor will check that tutees have a pen, pencil, ruler, eraser and calculator students must have a calculator every morning (except assembly days)
- Where a student does not have any of the above a 15-minute detention will be issued

Failure to attend a tutor detention will lead to a detention of 45 minutes with the DOY/PM, failure to attend a DOY/PM detention will result in a school detention with a member of SLT

Sanctions - Outside the Lesson

Lateness to tutor base:

- **First time late** – 15 minute detention
- **Second time late** – 30 minute detention
- **Third time late** – 45 minute detention
- **Fourth time late** – 1 hour detention
- **More than four times** – Referral to Pastoral Manager

Incorrect Uniform:

- **First time** – Warning given
- **Second time** – Referral to DOY/PM Appearance Report
- **Persistent incorrect uniform** – referral to Pastoral Manager

Inappropriate behaviour in tutor/around the site:

- Referral on Class Charts to Pastoral Manager
- Referral to SLT where appropriate
 - Failure to attend tutor detention will lead to a Pastoral Manager detention
 - Failure to attend a Pastoral Manager detention will lead to an SLT detention
 - Inappropriate behaviour at break or lunchtime student will be referred to Room 28 at lunchtime

Serious breaches of behaviour in or out of the classroom will lead to an immediate referral to SLT / Inclusion / Fixed Term Exclusion

Community Service

Where appropriate:

- Students may be asked to tidy a classroom
- Students may be asked to tidy the Dining Hall
- Students may be asked to remove graffiti
- Students may be asked to pick up litter

Communication/Referral System

Incidents must be recorded on Class Charts. Action taken by the member of staff compiling the report **MUST** be recorded. If necessary, the incident may be referred to the Head of Department or Form Tutor for further action.

The most important factor in the system is the part played by the Heads of Department, Directors of Year and Pastoral Managers in active support of their teams, by applying appropriate and available sanctions.

The referral chain will require the closest co-operation between Subject Teachers, Heads of Department, Directors of Year/Pastoral Managers/Director of Key Stage 3.

SENDCo must be copied in to referrals where the student has additional needs/ there are SEND concerns.

It may be necessary to refer the **most** serious cases to a member of the Senior Leadership Team.

Parents

Any member of staff may refer problems to parents. A brief report of telephone calls must be recorded on 3;lass Charts. Minutes of meetings should be recorded on Edukey.

Detentions

- All detentions will take place after school
- This will be organised by teaching staff supported by the Head of Department / SLT, if, and when, required.
- Students may complete homework.
- This sanction must take precedence over all other school activities.
- Students must always be supervised whilst in detention.

HOD/SLT Detentions:

Where a pupil fails to attend a detention with their class teacher/form tutor:

- The teacher refers this to the HOD/DOY/PM
- The HOD/DOY/PM sets a detention
- The pupil fails to attend the HOD/DOY/PM detention
- The HOD/DOY/PM refers to SLT for a Friday detention after school
- ALL REFERRALS FOR FRIDAY SLT DETENTION MUST BE SET BY THURSDAY AFTERNOON (Friday referrals will be for the following Friday)
- If a pupil fails to attend the SLT detention it will be Inclusion 8.30am – 4.00pm
- Class Charts must be used to record attendance- the register of names should be available through the Class Charts for the Friday night detention

Inclusion

- Disruptive pupils may be placed in an area away from other pupils for a limited period. Pupils will complete relevant work whilst in Inclusion and may receive Maths/English support. SLT, only, will refer students to the Inclusion Manager in the Inclusion Room. E Copeland to be informed.

On Report

Students “on report” will carry cards prepared by the appropriate staff. The card is to be signed at the beginning of morning and afternoon sessions by their Form Tutor, at the beginning and end of each day by the issuing person and each evening by their parent or guardian. Departmental/Senior Leadership Report cards **MUST** be passed to the Director of Year for filing in the student file.

- Students may be placed on report if they are failing to reach the high standards of school
- Students may be placed on report for academic or other issues, such as behaviour, attendance or appearance
- Where there are general concerns, students will be placed on a Pastoral Report

Early intervention, monitored by the Form Tutor
More persistent concerns, monitored by Pastoral Manager
Serious concerns, monitored by Director of Year

- Where there is a specific concern regarding a certain subject, students may be placed on a Subject Report to the Head of Department/2nd in Department
- Failure to respond to Pastoral or Academic Reports can lead to the student being placed on Senior Leadership Report or Inclusion
- Failure to respond to Senior Leadership Report will result in Inclusion
- Persistent failure to respond to Reports may lead to a student following Binary Discipline

Binary Discipline

Pupils who persistently misbehave in lessons and do not respond to all sanctions will be placed on Binary Discipline:

- The DOY/PM will inform parents in writing following a meeting explaining the need for this system to be put in place

Teachers:

- If the named pupil disrupts the learning of others in a lesson in any way you will issue a **single warning** and remind him that if there is any repetition, then they will be sent to Inclusion. **PLEASE USE THE TERM THIS IS YOUR WARNING.**
- If the child does not heed that first warning- there are **NO OTHER CHANCES- the child is to be sent to Inclusion.**
- The teacher must record on Class Charts when a student is sent on Binary to Inclusion and if possible email the Inclusion Manager with the time the student has been sent. Work should be provided to the student before they are sent.
- In the unlikely event that a student refuses to leave the classroom, the teacher should send a reliable student to the Main Office to contact a member of SLT.
- The student will work in silence in Inclusion, completing work from a bank of materials previously provided by teaching staff.
- **At the end of the day/ as soon as feasibly possible, the teacher who sent the pupil will have a restorative meeting and meet the pupil and LCR/ECD to discuss the incident and give the pupil the opportunity to apologise and meet the teacher's expectations in future lessons.**

- **This must also be logged on Class Charts.**
- The student will remain in Inclusion until the same time the following day.
- Where a pupil is sent to Inclusion 3 times or more over a 2 week period they will spend 1 week in Inclusion. Failure to follow the rules of Inclusion will result in a referral to SLT and an Exclusion.
- Where a pupil on binary discipline remains out of Inclusion for a period of 1 month they will step down from the programme but, should issues arise, will go back on the programme immediately.

Suggested Restorative Conversation prompts for use with Binary students sent to Inclusion or any student sent out of the classroom

- Why do you think I sent you out of my lesson / to Inclusion?
- Why do you think I gave you the warning – what were you doing? Do you remember?
- What do you think you could have done differently to stop me sending you out of the lesson?
- It really frustrates me to have to send you out of the lesson as I really want to keep you in class learning like the rest of the group, so when you are back in my lesson do you think you can change your behaviour now that you know what needs to change?

These prompts can be used in any restorative conversation following a sanction such as a detention.

Reasonable Adjustment - Binary

Rationale:

Some of our SEND students have conditions that can impact on their behaviours, e.g. impulsivity in ADHD. As a result, there is a need to make reasonable adjustment to behaviour procedures. At the same time, the teaching and learning of other students in the class must be allowed to continue.

All SEND students follow the same behaviour systems, but at various points reasonable adjustments will be made. For example, a student with ADHD may have report targets amended to ensure they are given the best chance to succeed.

E.g. “Follow instructions by the second time of asking” Rather than simply “follow instructions”

If a Form Tutor/PM or DoY/DoKS3 puts a child onto report, they must log on Class Charts and refer it to the SENDCo so they can regularly sample reports and review the targets being set.

Where a SEND student is causing persistent and significant disruption to T&L, there will be a revised Binary procedure put into place.

- In the classroom the **procedures remain the same**. The student will receive their first Binary warning before Binary is triggered
- They will then report straight to Inclusion- where they will do **one-hour minimum**
- During this one-hour, the student will carry out SEAL work
- If the Inclusion Manager feels the child is ready to return to lessons the student will attend the following period.
- If the Inclusion Manager feels the child is ready to return to lessons she will radio for SNY/PM/DoY/DoKS- they will then escort the student back to class and stay with them until they are settled
- The SENDCo will review the triggers for Binary and feedback to staff using the CPR format
- Where Inclusion is not appropriate alternative arrangements (e.g. The Hub) may be used

C – Cause – Discuss with staff what “big picture” is emerging about trigger activities/points yes

P – Prevention – Give staff strategies to try and explain the reasoning behind them yes

R - Review – Have follow-up with staff about the effectiveness of suggested strategies

Inclusion Step-out

For students who persistently fail to meet expectations of behaviour and where Inclusion/ Fixed Term Exclusions are not improving behaviour, the student may follow a Step-out Programme

- A cumulative step-out programme will be followed for one week

For students who fail the one week step-out

- FTE
- Meeting with student parents, ECD, CPA, PM/ DoKS/DOY, SENDCO (if appropriate) outside agencies involved
- Step-out escalated to three weeks

Where a student fails the three week step out:

- FTE
- Panel- student, parents, ECD, CPA, PM/DoKS/DOYSENCO (if appropriate), School Governor
- Step-out extended to a further three weeks

Failure to complete the step-out programme will result in a permanent exclusion.

Criteria for positive completion:

- Attendance
- Punctuality
- Compliance with instructions
- Work completed to high standard
- Engagement in Restorative programme/ Therapy interventions

All step out students will follow a reduced, bespoke timetable with 1:1 tuition in core subjects, therapy work, art therapy and possible alternative off site provision.

The Procedures:

- Step out is a cumulative programme
- Where a student fails to complete the programme it may be extended to up to six weeks
- The student may follow a part time timetable and/or one that follows different hours to the usual school day
- Where necessary there will be a meeting with parents, outside agencies and a school governor issuing a final warning before a permanent exclusion
- A meeting with the relevant teachers of the student may take place prior to re-integration.

This is an example of how the step out programme may look:

- One week full time step out following a bespoke timetable with core subjects and intervention from Inclusion Manager and/or SENDCo
- Second week part time step out - students report to Inclusion for intervention but attends core subjects
- Third week onwards - intervention continues but student re-integrated into mainstream for most subjects.

Fixed Term Exclusion from School

This is at the discretion of the Headteacher.

Members of the Senior Leadership Team who recommend to the Headteacher that a pupil be excluded for a Fixed Term Exclusion must provide evidence/statements for Elizabeth Copeland. The Inclusion Manager will keep records of Exclusions.

Work will be set on Microsoft Teams for the period of the Fixed Term Exclusion.

Permanent Exclusion from School

At the discretion of Headteacher, and following Governing Body P.D.C.

Children with Social, Emotional and Behavioural Difficulties (SEBD)

In most cases, difficulties with behaviour will be dealt with by the sanctions and processes already described. However, in some cases the normal procedures used may have little effect upon the child. This might be because of other circumstances at home or because of medical conditions. In some cases children have a very low self-esteem and find it difficult to find a place for themselves within the normal school routines and reward/sanction process.

In these cases different approaches will be necessary and 'personalised' according to the needs of the child. Options for supporting children who fall into this category include:

- **Temporary part-time timetables** as part of reintegration following an exclusion. These would be negotiated between parent, child and class teacher and are always seen as a temporary measure enabling children to find a positive base from which to increase their time in school.
- **Support from a TA.** A class or SENDCo TA could provide support and encouragement for individuals who may lack the concentration to stay in class for the full school day. In some cases they will work with children in class to give the support and encouragement they need. In others, they may remove the child from class to provide an alternative personalised curriculum. Once more the emphasis will be upon raising the self-esteem of the child, basing the work upon their individual needs and interests and finding ways of motivating them within class.
- **Adapting the curriculum** – in some cases children will not be able to cope all day with the set curriculum. It may be that for a part of the day alternative arrangements are made.
- **Mentoring** – some children will find it difficult to work with a number of people but may benefit from establishing particular links with one individual in the school who can act as a mentor. The mentor might meet with the child on a weekly basis to discuss progress and / or support in or out of class. Where behaviour is likely to erupt, the mentor's support might be requested to help talk to the child and pre-empt any further difficulties. The mentor should not be expected to apply any sanctions as this would alienate the child from them.
- **Providing responsibilities** – some children in this category will benefit from being placed in a position of responsibility either in relation to a task or to a peer.

It is worth remembering that for some of these children:

- **Friendships and relationships** are crucial. They may develop a particular rapport with any member of the school community – this should be built into the support for the child.
- **A chaotic home life is experienced** – especially children defined as 'at risk'. Their behaviour in school might be directly linked to events at home and awareness of these issues (whilst acknowledging confidentiality) can help those supporting them to understand where their actions might originate from.
- **Find it difficult to be praised.** For some children praise is not part of their normal expectation and as such they can find it almost a threat. This might be seen where a child is close to obtaining a major reward only to 'fail' at the last moment. Quickly administered incentives very closely linked to the desired behaviour should be considered. It might also be appropriate to 'freeze' rather than remove rewards. This can help remove the 'self-fulfilling prophecy' of constant failure.

Serious Breaches of the School Behaviour Code

This will lead to a period in Inclusion or a Fixed Term or Permanent Exclusion at the Discretion of the Headteacher

These activities are neither exhaustive nor listed in hierarchical order.

- Any form of bullying or intimidating behaviour (see Anti-bullying Policy).
- Physical violence
- Racial, homophobic or gender abuse or harassment
- Sexual misconduct, harassment and assault
- Improper or inappropriate use of the Internet
- Theft and or misuse of the School's digital and intellectual property
- Conduct which would deliberately endanger other students
- Aggressive behaviour
- Possessing an object which is a weapon or which could be used as a weapon
- Committed or attempted theft
- Knowingly receiving stolen property
- Buying and selling goods
- Wilful damage to the school or other people's property including litter and graffiti
- Committing an obscene act
- Possession of obscene materials
- Being within the school environs at any time under the influence of prohibited and illegal substances including alcohol and tobacco, "legal highs" and e-cigarettes
- Repeated possession of tobacco within the school environs
- Persistent infringement of the School Appearance Code
- Behaviour which interferes with the rights of other students and / or staff, both within and outside of the classroom
- Use of unacceptable language in the presence of a member of the school staff
- Disruptive behaviour within the classroom or around the school site which would lead to a breakdown in school discipline
- Defiant or confrontational behaviour towards a member of staff
- Failure to hand over prohibited items such as mobile phones
- Continuing failure to respond to school sanctions such as detentions
- Leaving a classroom without permission
- Walking away from a member of staff without permission
- Behaviour outside of school which could undermine discipline inside school
- Being on the school site outside of school hours without permission
- Making malicious accusations against school staff
- The taking of inappropriate images

Pupils subject to a Fixed Term Exclusion will not be allowed to attend any extra-curricular activities, including school trips and visits for a period of one month following the exclusion. Any money that has already been paid towards/for the trip may not be refunded.

Following a **second Fixed Term Exclusion** students will be placed on an **Inclusion Programme**.

Sexual Harassment, Sexual violence and on-line Abuse- Procedures

Wellington School recognises that sexual violence and sexual harassment can occur between children of any age and sex. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur face to face and on-line. The School recognises “it could happen here” Wellington School has zero tolerance of sexual harassment, sexual violence and on-line abuse.

- All reports of sexual harassment (including on-line) will be taken seriously and all children will be supported and kept safe- whether the abuse has taken place, in or out of school

Staff MUST:

- Listen carefully and non-judgementally
- Not ask leading questions
- Use open questions- where, when, what etc.
- Record disclosures on Edukey as soon as possible after the disclosure
- Inappropriate images MUST not be viewed (unless unavoidable)
- Confidentiality must never be promised
- Safeguarding procedures must be followed
- A risk and needs assessment will be considered on a case-by-case basis and will consider:
 - The victim, especially protection and support
 - The alleged perpetrator
 - All other children at the school
- The DSL will engage with children’s social care and specialist services as required.

Action following a report of sexual violence and/or sexual harassment:

Important considerations will include:

- The wishes of the victim and how they want to proceed- victims should be given as much control as is reasonably possible
- The nature of the alleged incident, including whether a crime has been committed
- The ages of the children involved
- Any power balance between the children
- Is the incident a one off or a sustained pattern of abuse?
- Are there any ongoing risks to the victim, other children or staff?
- Are they in the same class or tutor group? Changes made where appropriate
- Is Early Help or a multi-agency approach to be undertaken?
- A Trafford First Response referral should be considered if the victim is harmed, at risk of harm or in immediate danger
- A referral to the police will be in parallel to the TFR referral
- Where a report of rape, assault by penetration or sexual assault, the starting point will be informing the police
- Parents/carers will be informed unless there are compelling reasons not to e.g. this could put the child further at risk
- Where the police will not take further action, the DSL will engage with specialist support for the victim as required

- In the absence of bail conditions, when there is a criminal investigation, the school will work closely with all agencies to safeguard the victim
- Where a child is convicted or receives a caution for a sexual offence, the school will ensure relevant protections are in place for all children
- The school must ensure that both the victim and perpetrator remain protected from any form of bullying or harassment (including on-line)
- Where the perpetrator is moved to another school, the new school must be made aware of any ongoing support needs and potential risks to other students and staff

Discipline and Support

- Disciplinary action can be taken whilst other investigations by the police/social care are ongoing
- The school should weigh up the balance of probabilities whilst the incident is being investigated and the sanction will be carefully considered on a case by case basis
- Careful liaison with the police and /or social care will help the school make a determination re: sanction

Parents and Carers

- The school will engage with both the victim's and alleged perpetrator's parents or carers, unless in doing so it puts the child at risk
- The DSL will lead meetings with outside agencies where appropriate
- Parents/ carers will be signposted to appropriate support

Behaviour Code Illegal and / or Harmful Substances

In accordance with Government Guidelines, Wellington School would like to advise parents/guardians of the following:-

1. The possession, supply or use, or being under the influence of tobacco, alcohol and /or other substances on the school site, the school environs, on the way to and from school, or on trips, sports' fixtures, residential visits and any other off site school-organised activity is totally unacceptable and illegal.
2. All drug-related incidents will be investigated, with the assistance of the Police if necessary, appropriate sanctions will be decided upon by the Headteacher. Any student in possession of drugs/illegal substances will be referred to the Police.
3. Wellington School is a 'smoke-free' site. Students in possession of cigarettes, electronic cigarettes, matches or lighters will have these confiscated and destroyed, their parents will be informed. The student will be referred to the Director of Year. A detention will be issued. Repeat offenders will be referred to a member of the Senior Leadership Team and this may result in Inclusion or a Fixed Term Exclusion, and ultimately a Permanent Exclusion for persistent defiance of school rules. Students found to be in the vicinity of students smoking and deemed to be condoning smoking may also be sanctioned.
4. Students in the possession of, or under the influence of, alcohol will be referred to a member of the Senior Leadership Team. The alcohol will be confiscated and destroyed and their parents immediately informed. Students will be interviewed with their parent(s) before being re-admitted to school. This may result in Inclusion or a Fixed Term Exclusion and ultimately a Permanent Exclusion for persistent defiance of school rules.
5. Confiscated substances will either be destroyed or handed over to the Police.
6. If a student is suspected of being involved in drug misuse or causing concern about his / her drug misuse, parents will be informed. The matter will be referred to the appropriate agency.

If "on the balance of probabilities" a student is proven to have used or have been in possession of illegal substances the Headteacher will issue a Permanent Exclusion

Power to use reasonable force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom

a. Physical Contact

There are occasions, when physical contact between staff and pupils may be appropriate, which would not be regarded as a restrictive physical intervention.

These might include for example PE activities, or other lessons, where children are practising physical skills and where physical promoting and guidance is a usual and appropriate element of teaching practice.

It is always sensible to ensure, as far as possible, that any physical contact with children takes place within the view of other staff.

b. Physical Intervention

This may be used to divert a pupil from a dangerous or disruptive action, for example guiding or leading a pupil by the hand, arm or shoulder with little or no force.

c. Restrictive Physical Intervention

This is the positive use of force in order to protect a child from hurting her or himself, others or seriously damaging property. On rare occasions there is no alternative to physically intervening with a pupil. This will inevitably involve a judgement over risk or likelihood of harm or damage where the use of physical intervention is considered to be in the child's or others' interests and safety.

At Wellington School it is understood that no more than the minimum necessary force will be used in any circumstance. The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled and the nature of the harm they might cause.

Types of incidents where physical intervention may be required:

- a) where action is necessary in self-defence or because there is an imminent risk of injury.
- b) where there is a developing risk of injury, or significant damage to property
- c) where a pupil is behaving in a way that is compromising good order or discipline.

Examples of situations which fall into one of the first two categories are:

- a pupil attacks a member of staff or another pupil.
- pupils are fighting
- a pupil is engaged in or is on the verge of committing, deliberate damage or vandalism to property.
- a pupil is causing, or is at risk of causing, injury or damage by accident, by rough play or by mis-use of dangerous materials or objects.
- a pupil is running in a corridor or on a stairway in a way which he or she might cause an accident or injury to himself, herself or to others.
- a pupil absconds from a class or tries to leave school **(NB this will only apply if a pupil could be at risk if not kept in the classroom or at school)**

Examples of situations which fall into the third category are:

- a pupil persistently refuses to obey an instruction to leave a classroom.
- a pupil is behaving in a way that is seriously disrupting a lesson.

It is recommended that staff at Wellington School never physically intervene in the third category. When situations arise in this category a senior member of staff is sent for who will then take appropriate action.

Mobile Devices

- Mobile phones and items of electronic communication are **not allowed** in school or its *environs; these will be confiscated.
- Refusal to hand over a mobile phone to a member of staff will result in Inclusion or a Fixed Term Exclusion.
- We acknowledge that pupils may bring mobile phones for communication to and from school, in which case the phone must be handed into the office at morning registration and collected at the end of the day.

***The school environs are defined as any area where a student is whilst he or she is in the charge of the school and / or the immediate surrounding school environment**

Confiscated Items

List of Prohibited Items

- Knives, bladed items, weapons
- Alcohol
- Illegal drugs
- Chemical substances which produces a similar effect to illegal drugs (legal highs)
- Stolen items
- Tobacco, cigarette papers, e cigarettes
- Fireworks
- Pornographic images
- Any item that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or cause personal injury to, or damage property
- Mobile phones or other electronic devices such as smart watches.
- Energy drinks/fizzy drinks

Searching with consent

- We can search students for **any item** with consent from the student
- Parental permission or pre-notification is not required
- We do not require written formal consent in advance of a student search; it is enough for a teacher to ask the student to turn out their pockets, empty their bag and blazer and outer coat.

Searching without consent

- If a member of staff has reasonable grounds to suspect that a student is in possession of a banned item, a student can be instructed to undergo a search without consent; parental permission or pre-notification is not required

- The Headteacher and any staff authorised by him have a statutory power to search students and their possessions with or without consent where they have reasonable grounds for suspecting that the student may have one of the banned items.

Confiscated items will be placed in the school office

- Weapons and knives and images of extreme child pornography will be handed over to the police
- Students will be informed when they may collect confiscated items, other than mobile devices, make-up and jewellery from the school office
- Mobile devices, makeup and jewellery which have been confiscated will be available for collection after 8:30am ON THE FOLLOWING SCHOOL DAY; these MUST BE collected by PARENT/GUARDIANS IN PERSON; they will NOT BE handed back to students. When confiscated on a Friday collection will be after 8:30am on the Monday. During school holidays confiscated items can be collected by appointment only, between 9:00am and 3:00pm. The school is closed on all Bank Holidays
- Where students have mobile phones confiscated on more than two occasions, the pupil will be placed in Inclusion and parents will be invited to attend a meeting before the phone is returned.

A student refusing to co-operate with a search will be subject to disciplinary measure

The School has the legal right to search pupils without consent for prohibited item(s)

Rewards

We believe strongly that progress is based on students taking pride in their personal achievement in a calm and orderly environment built on mutual respect and co-operation. In order to promote the positive expectations outlined above, we seek to encourage our students to be motivated to achieve their full potential for success by:

- Ensuring consistency in the processes of recognising and rewarding students
- Supporting the Behaviour Code and through the use of formal and informal rewards.

Class Charts or Edukey Point System enables all teaching staff to award points to pupils for the following:

- Commitment to Learning in class
- Demonstrating the school values in and out of class (e.g. homework, project work)
- Contribution to extra-curricular activities
- Contribution to wider school life

In addition, pupils will also be rewarded for 100% attendance and punctuality termly.

Other rewards may include:

- Badges
- Praise postcards

- Trips
 - Vouchers
 - Breakfasts
- And many more.

Pupils may also receive formal awards at the annual Awards Evening held at the Bridgewater Hall in September for academic achievements, sporting achievements and for service to the School and the School community.

Sixth Form Dress Code Policy

Wellington Sixth Form

Objective and Rationale:

This policy is designed to guide students on the required standards of dress and appearance in the Sixth form. It is crucial to note that student appearance in the Sixth form contributes to Wellington's culture and reputation both in the community and across the School. Sixth form students are considered as role models for all younger students at the School and therefore are expected to present themselves in a smart and professional manner that results in a favourable impression.

Professional Attire

Students are expected to dress formally and reflective of attire suitable for a business/professional working environment. Students are expected to demonstrate good judgement and professional taste in relation to their attire and this policy is not exhaustive in defining acceptable and unacceptable standards of dress, however some guidance is as follows:

- A professional tailored skirt (dark or grey and a suitable length)
- A tailored business dress (dark or grey)
- A smart, formal trouser suit (dark or grey)
- A formal suit jacket (dark or grey)
- Dark smart shoes
- Smart, professional tops/blouses
- Discreet jewellery
- Shirt and formal tie.
- Top buttons must be fastened and shirts tucked into trousers.
- Smart formal jumpers (not sweatshirt material)

It is important to note that the School remains the arbiter of what is acceptable and what is not.

Please note that suit jackets must be worn at all times on School site (with the exception of extreme temperatures when students will be given permission to remove jackets).

Students may wear coats and scarves upon entrance to buildings but these should be removed upon entrance to a classroom. Hoods on coats should not be worn up in buildings.

Hairstyles

Hairstyles must comply with the whole School policy due to the nature of being an ambassador/ role model for other students in the School. Please refer to the School website for our whole School behaviour and appearance code.

Non-Permissible Attire

Students are expected to dress themselves in a smart, professional manner and therefore the following items that are not permitted are as follows:

- Trainers/ leisure footwear, flip flops or boots
- No excessive high heels
- Denim
- Shorts
- Visible tattoos/ facial piercings
- Tracksuits/sweatshirts/hoodies.
- Casual/ non-professional tops (t-shirts, vest tops, cropped tops, halter neck tops, strapless tops)

A student who is unsure of whether an item of clothing/attire is suitable should check in the first instance with his or her form tutor or with a member of the Sixth form staffing team.

Any student wearing unacceptable attire will be referred to the Sixth form leadership team (Assistant Headteacher, Head of Sixth form or Assistant Head of Sixth form) where a warning will be issued. If a repeat breach of the appearance code occurs then students may be sent home to change their attire.

All students are expected to observe the dress code which has been designed to be an appropriate preparation for the world of work. Persistent disregard of the dress code requirements will be considered as a disciplinary issue

Sixth Form Behaviour Policy

Wellington Sixth Form

The following standards of behaviour and appearance outline the expected conduct and attitude of all sixth form students at Wellington School. It is important to acknowledge that compliance with the following requirements is compulsory and continual failure to meet these standards could jeopardise a student's place in the sixth form.

Being a Role Model

- First and foremost be respectful at all times to both your peers and staff. Our school community belongs to all of us and every individual, has the right to feel safe and comfortable in our community
- Be proactive and act accordingly if you see something is not right around school
- Use Social Media/Internet in a positive manner and not in a personal or destructive way
- To adhere to the Sixth Form Dress Code and whole school policy on hair styles.
- To behave in a responsible and co-operative manner. Students are expected to be mature and adult in their approach, maintaining standards and expectations at all times. A Wellington Sixth Former is not here to solely serve his or her interests but to be a positive role model to the rest of the school.
- Mobile phones / iPods are allowed for discreet use in designated Sixth Form areas or with the permission of a teacher in lesson for an appropriate reason, however, they should not be used or be visible around the school site. They **MUST** be switched off outside the Sixth Form area. If a student is using a mobile phone outside the sixth form area, it will be confiscated and only returned at the end of the School day.

Whole School Commitment/Contribution

- To commit fully to the school ethos and culture
- To take part in any year group-based activity including the university visit. and work outside of School will not be accepted as a reason for failure to attend.
- To contribute to the whole school community during the year assisting staff and students when asked. All students should aim to contribute to the School community a minimum of three times during the academic year.
- To give freely of your time for the greater benefit of the school and our local community
- To fully take part in the personalised programme of enrichment.
- To organise a Professional Work Placement that is meaningful and relevant
- To ensure that school work takes priority over paid work

Sixth Form Studies

- To complete all work on time, meet set deadlines and subject expectations.
- To bring all necessary equipment, including books, folders and stationery to all lessons and all Independent Study sessions.
- To act upon any teacher feedback given and utilise this in order to make required progress.
- To attend every timetabled lesson and Independent study session. Failure to do so will result in the student being asked to stay for an hour at the end of the same day to make up any time missed.
- It is the responsibility of the student to catch up on all work missed due to unavoidable absences and to arrive at the next lesson fully prepared, having caught up on missed work.
- To be punctual when arriving to both tutor sessions and subject lessons. Students should take any required folders from the common room to morning or afternoon tutor and then go straight to lessons rather than returning to the common room to collect their folders.
- Any student who is persistently late for either morning, afternoon registration or lessons will be asked to attend a formal interview and further action may be taken.

Sixth Form/School Facilities

- To treat the school and sixth form environment with respect. This includes the care and appropriate use of all the sixth form facilities, common room and private study. The facilities are for everyone and you are responsible for ensuring they are kept to the expected standard. If found not to be the case, you could be excluded from the use of these facilities
- Common Room – You must take responsibility for where you sit and eat, leaving it tidy and litter free. If found not to be doing this, you will be excluded from the use of the common room.
- Common Room- you are not permitted to bring in takeaway food to be consumed on School premises. All takeaway food should be eaten before returning to the School site.
- Common Room- your personal belongings and folders should be stored in your own cupboard section. Anything left out at the end of the School day will be placed in a storage container. Any content still in the container on Friday will be taken to lost property.

Directed Study

- To attend all timetabled private study sessions and to use this time effectively. As stated above any missed sessions will result in the requirement for the student to stay for an hour after School, the same day. Paid work outside of School will not be accepted as reason for failure to make up this time.
- To adhere to the conditions of working in the directed study suite, respecting the rights of others to have a silent study space.
- To complete all directed study tasks set by departments and hand these in for additional feedback.
- No eating or drinking in the directed study area.

Sixth Form Attendance & Punctuality Policy

Wellington Sixth Form

Objective & Rationale

Wellington School takes attendance in the sixth form extremely seriously and we acknowledge that high attendance plays an essential part in academic development for Post 16 students.

All A level courses are intensive and students cannot afford to miss valuable teaching and study time. Good attendance is regularly rewarded and acknowledged through a variety of mediums including raffles, vouchers and reward breakfasts.

It is crucial to note that not only does an exemplary record of attendance contribute to academic excellence but it is also indicative of the character of an individual. A high attendance record can demonstrate that a student is dedicated, well-motivated and takes their responsibilities seriously. Attendance records are also heavily considered when applying to higher education establishments, apprenticeships or employment.

In addition to timetabled lessons, students also have allocated periods of non-contact time for directed study. Students must report to the sixth form directed study area during these periods. It is also a compulsory part of sixth form life to attend tutor time each morning and afternoon and enrichment activities on a Wednesday afternoon.

Sixth form students should strive to achieve consistently good attendance as poor attendance will affect academic attainment and their wider experience of life in the sixth form community. Students should therefore aim for **at least 96% attendance for the year. Unless there are exceptional circumstances, any student that continually falls below this mark of attendance may jeopardise their place in the sixth form at Wellington.**

Students must attend and be punctual for tutor time each morning from 8.30-8.50 and afternoon from 2.00-2.05. Attendance at these sessions and enrichment activities are compulsory and poor punctuality will not be tolerated. **If any given lesson, tutor session, enrichment activity or private study period is missed without prior permission then the student will be expected to make up the time after School either with the class teacher or in the directed study suite.** Commitments to an outside paid job will not be accepted as an excuse not to make up this time.

Medical and dental appointments should be minimal and avoided where possible. If they are unavoidable then you must contact the School to make us aware of this.

Transition from Year 12 to Year 13

Due to the demanding nature of the new A Level courses, the transition from Year 12 to Year 13 is not guaranteed. Not only must students achieve as close to their target grade as possible at each assessment point, they must also have maintained a good record of attendance. We encourage parents/carers to take an active interest in ensuring students attend school regularly and punctually. Parents will be informed termly of attendance and punctuality and will be made aware when a problem arises.

Friday 5

During Year 13, some students that meet the required criteria will be allowed to leave the School site at lunch time on a Friday and will have no lessons during the afternoon.

Part of this reward criteria will be 100% attendance to all lessons, enrichment and directed study sessions during the course of this week. If a student misses these sessions due to any reason (including medical/dental appointments) they need to make up this time on a Friday afternoon, in addition to catching up with the work on the same day that it is missed. Negative referrals gained in the week will also cause the loss of Friday 5 privilege.

Unavoidable Absence

If, on occasion, the absence of a student is unavoidable then School should be contacted by a parent, carer or guardian on the first and each subsequent day of absence (or where part of a day is to be missed) and before 9.30am. This can be done by telephone (0161 928 4157 and then press '2' for sixth form where you will be able to leave a voicemail message directly with Mrs Wilson), email to admin@wellington.trafford.sch.uk or by letter to Mrs Wilson or your son's/daughter's form tutor.

It is also crucial that a note signed by a parent/guardian is then brought in by the student upon their return to School. This should be given to the tutor and will then be kept in the students' folders as evidence of absence. If you fail to make the School aware of the reason for the absence this will be recorded as unauthorised. Upon returning to School it is the **student's responsibility** to catch up with all work missed.

If a student has to isolate then they would be expected to attend online learning and lessons as directed

Authorised absence

Only schools can authorise a student's absence, following guidelines set out by the Local Authority and the Department for Education. There are very few reasons why absence may be authorised and they include:

- Sickness that requires the student to stay off (continued medical issues will require evidence to be provided where frequent absences become a concern e.g. a GP's note).
- Days of religious observance
- Exceptional family circumstances, e.g. bereavement
- Medical appointment (but only for the duration of the appointment).
- Authorisation will be given for up to three university visits per academic year

Unauthorised absence

This is when a pupil is absent from school without the authority of the school. It's also called truancy.

None of the following reasons is an acceptable excuse for not going to school

- Time off for a minor ailment
- Holiday in term time
- Oversleeping
- Taking a 'long weekend'
- Looking after a brother or sister
- Taking the rest of the day off before or after a medical appointment
- Paid work commitments outside of School.
- Driving theory tests.
- In excess of three university visits per academic year.

Punctuality is also very important.

If a student is persistently late for morning and afternoon registration or lessons, then they will be asked to attend a formal interview and further action may be taken.

Sanctions for Punctuality in Tutor

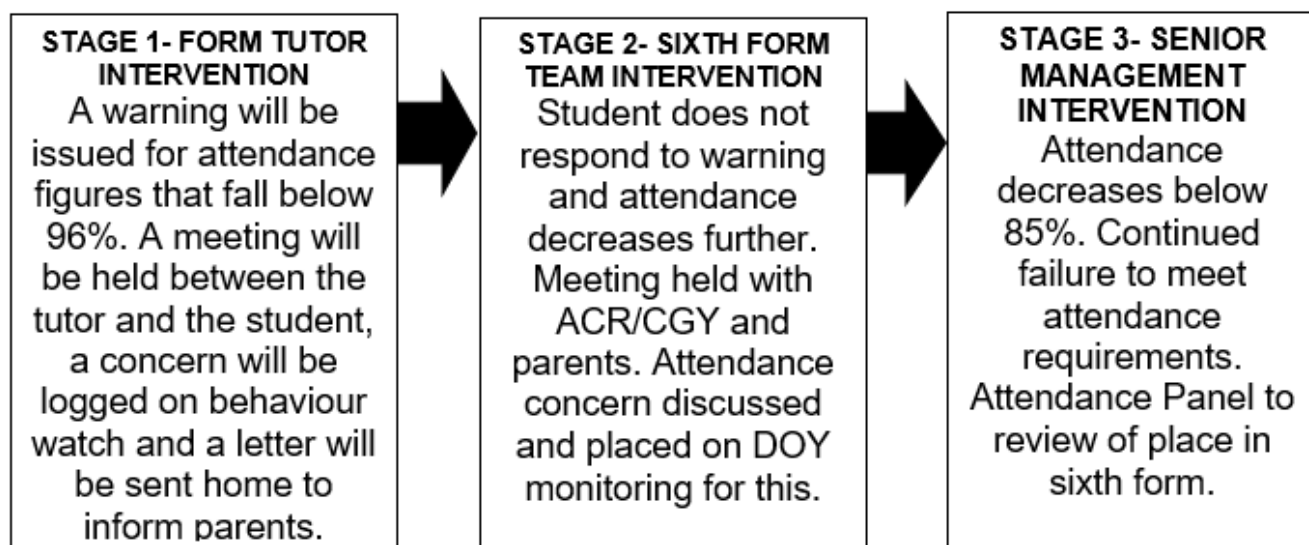
- First time late – 15 minute detention
- Second time late – Half an hour detention
- Third time late – 45 minute detention
- Fourth time late – 1 hour detention More than 4 times – Referral to PM

In Y13 a punctuality referral will also result in withdrawal of Friday 5

Intervention Plan

Failure to meet the 96% attendance mark will result in the need for intervention from the sixth form team. This intervention will be in stages and students will be given opportunities to discuss any issues that may be affecting their attendance and rectify these issues as soon as possible.

Ultimately if attendance is continually a cause for concern despite intervention then the student may be required to forfeit their place in the sixth form





Behaviour Procedures in the Classroom and Sanctions

Behaviour which is likely to cause disruption to others including:

- Talking when told to work in silence
- Turning around without permission
- Getting out of seat without permission
- Late to lesson after the bell and after the rest of the class has arrived
- Calling out without permission
- Failure to follow instructions on the first time of asking

Failure to comply with the Appearance Code:

- Chewing gum
- Eating in class (unless permission to do so)
- Uniform infringement – including PE kit (refer to the Appearance Code)

No exercise book: No homework:

Failure to attend a detention:

Sanctions – In your lesson For any of the unacceptable behaviours:

- First breach: a **warning** must be given
- Second breach: a **15-minute** detention will be issued by the class teacher
- Third breach: a **30-minute** detention will be issued by the class teacher
- Fourth breach: pupil sent out of the classroom and referred to HOD for a **45-minute** detention

ALL DETENTIONS MUST BE RECORDED ON THE SCHOOL SYSTEM AND IN PLANNER

- Student must be issued with paper and copy up work missed
- KS3 Failure to complete 3 homeworks in a half term will result in being advised to attend Homework Support. KS4 Failure to complete 5 homeworks will result in an SLT detention

- Class teacher contacts home and issues a 30 minute detention
- Failure to attend the class teacher 30 minute detention will lead to a 45 minute detention with the HOD
- Failure to attend a HOD detention will result in a 1 hour school detention with a member of SLT

Equipment

The form tutor will check that tutees have a pen, pencil, ruler, eraser and calculator. Where a student does not have any of the above a 15 minute detention will be issued

Failure to attend a tutor detention will lead to a detention of 45 minutes with the DOY/PM, failure to attend a DOY/PM detention will result in a school detention with a member of SLT

All Detentions will take place AFTER school



Sixth Form - Sanctions in the Classroom

The following behaviours will detract from teaching and learning in the classroom and prevent teachers from enabling students to maximise their progress.

- Talking when told to work in silence
- Late to lesson after the bell and after the rest of the class has arrived
- Failure to follow instructions on the first time of asking
- Failure to arrive at the lesson fully equipped and with your subject folder.
- Failure to engage with the lesson material (passivity)
- Failure to prepare for a lesson in advance and therefore not being able to engage in lesson material.
- Failure to meet deadlines set
- Failure to respond to feedback or advice offered from member of staff.
- Eating in class (unless permission to do so)
- Headphone/Mobile phone policy infringement

For any of the unacceptable behaviours above.

- First breach: a verbal warning will be given.
- Second breach: a 30-minute compulsory study session will be issued by the class teacher.
- Third breach- student referred to HOD for a 1 hour compulsory study session and phone call home by class teacher.

Non-attendance to Private Study or a timetabled lesson.

- 1 hour after school compulsory session

Failure to attend a class teacher 30-minute compulsory study:

- Class teacher will contact home and issue a 1 hour compulsory study session to be completed with the HOD.
- Failure to attend a Head of Department detention will result in one-hour school detention with a member of the Senior Leadership Team

Tutor Detentions will be given as per the school policy.

- Punctuality issues
- Inappropriate behaviour in tutor time.
- Failure to bring in absence notes and reply slips by the deadline set.

Failure to attend a tutor detention will lead to a detention of 1 hour with the Head of Sixth Form. Failure to attend a Head of Sixth Form detention will result in a one-hour school detention with a member of the Senior Leadership Team.

All detentions will take place AFTER school



Searching, screening and confiscation

**Advice for headteachers, school staff
and governing bodies**

January 2018

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Summary

About this departmental advice

This advice is intended to explain schools' powers of screening and searching pupils so that school staff have the confidence to use them. In particular, it explains the use of the power to search pupils without consent. It also explains the powers schools have to seize and then confiscate items found during a search. It includes statutory guidance which schools must have regard to.

Expiry or review date

This advice will be kept under review and updated as necessary.

Who is this advice for?

This advice is for:

- School leaders and school staff in **all** schools in England.
- For the purposes of this advice references to “maintained school” means a community, foundation or voluntary school, community or foundation special school. It also means Pupil Referral Units and non-maintained special schools.
- For the purpose of this advice references to “Academy” means Academy schools (including mainstream free schools) and Alternative Provision (AP) Academies (including AP free schools).
- Where particular provisions do not apply to a particular type of school we make this clear.

Key points

Searching

- School staff can search a pupil for any item if the pupil agrees.¹
- Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:
 - knives or weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - to commit an offence, or
 - to cause personal injury to, or damage to the property of, any person (including the pupil).

¹ The ability to give consent may be influenced by the child's age or other factors

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

Confiscation

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

Schools' obligations under the European Convention on Human Rights (ECHR)

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

Screening

What the law allows:

- Schools can require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils.
- Schools' statutory power to make rules on pupil behaviour² and their duty as an employer to manage the safety of staff, pupils and visitors³ enables them to impose a requirement that pupils undergo screening.
- Any member of school staff can screen pupils.

Also note:

- If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and safety legislation requires a school to be managed in a way which does not

² Section 89 of the Education and Inspections Act 2006 for all maintained schools, PRUs and NMSS and the Education (Independent School Standards) (England) Regulations 2010 for academy schools and alternative provision academies

³ Section 3 of the Health and Safety at Work etc. Act 1974

expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.

- If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil's absence should be treated as unauthorised. The pupil should comply with the rules and attend.
- This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

Searching with consent

Schools' common law powers to search:

- School staff can search pupils with their consent for any item.

Also note:

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

Searching without consent

What the law says:

What can be searched for?

- Knives or weapons, alcohol, illegal drugs and stolen items; and
- Tobacco and cigarette papers, fireworks and pornographic images; and
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to property; and

- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

1. Can I search?

- Yes, if you are a headteacher or a member of school staff and authorised by the headteacher.

2. Under what circumstances?

- You must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched.
- There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and / or without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

3. When can I search?

- If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

Also note:

- The law also says what must be done with prohibited items which are seized following a search.
- The requirement that the searcher is the same sex as the pupil and that a witness is present will continue to apply in nearly all searches. Where it is practicable to summon a staff member of the same sex as the pupil and a witness then the teachers wishing to conduct a search must do so.

4. Authorising members of staff

- Headteachers should decide who to authorise to use these powers. There is no requirement to provide authorisation in writing.
- Staff, other than security staff, can refuse to undertake a search. The law states that headteachers may not require anyone other than a member of the school security staff to undertake a search.
- Staff can be authorised to search for some items but not others; for example, a member of staff could be authorised to search for stolen property, but not for weapons or knives.

- A headteacher can require a member of the school's security staff to undertake a search.
- If a security guard, who is not a member of the school staff, searches a pupil, the person witnessing the search should ideally be a permanent member of the school staff, as they are more likely to know the pupil.

5. Training for school staff

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

6. Establishing grounds for a search

- Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to suspect that the pupil is concealing a prohibited item.
- In the exceptional circumstances when it is necessary to conduct a search of a pupil of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a pupil's expectation of privacy increases, as they get older.
- The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect

a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.
- School staff may wish to consider utilising CCTV footage in order to make a decision as to whether to conduct a search for an item.

7. Searches for items banned by the school rules

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

- Under section 89 and the School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012 the headteacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

8. Location of a search

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

During the search

9. Extent of the search – clothes, possessions, desks and lockers

What the law says:

- The person conducting the search may not require the pupil to remove any clothing other than outer clothing.
- ‘Outer clothing’ means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but ‘outer clothing’ includes hats; shoes; boots; gloves and scarves.
- ‘Possessions’ means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags.
- A pupil’s possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Also note:

- The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.

10. Lockers and desks

- Under common law powers, schools are able to search lockers and desks for any item provided the pupil agrees. Schools can also make it a condition of having a locker or desk that the pupil consents to have these searched for any item whether or not the pupil is present.
- If a pupil does not consent to a search (or withdraws consent having signed a consent form) then it is possible to conduct a search without consent but only for the “prohibited items” listed above.

11. Use of force

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

After the search

12. The power to seize and confiscate items – general

What the law allows:

- Schools' general power to discipline, as circumscribed by Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

Also note:

- The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is reasonably suspected to be an offensive weapon, it must be passed to the police.
- Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

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

What the law says:

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.
- Where a person conducting a search finds alcohol, they may retain or dispose of it. This means that schools can dispose of **alcohol** as they think appropriate but this should not include returning it to the pupil.
- Where they find **controlled drugs**, these must be delivered to the police as soon as possible but may be disposed of if the person thinks there is a good reason to do so.
- Where they find **other substances** which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.
- Where they find **stolen items**, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the person thinks that there is a good reason to do so.

- Where a member of staff finds **tobacco or cigarette papers** they may retain or dispose of them. As with alcohol, this means that schools can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them to the pupil.
- **Fireworks** found as a result of a search may be retained or disposed of but should not be returned to the pupil.
- If a member of staff finds a **pornographic image**, they may dispose of the image unless they have reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable.
- Where an article that has been (or is likely to be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
- Where a member of staff finds **an item which is banned under the school rules** they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.
- Any **weapons or items which are evidence of an offence** must be passed to the police as soon as possible.

14. Statutory guidance on the disposal of controlled drugs and stolen items

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

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

15. Statutory guidance for dealing with electronic devices

- Where the person conducting the search finds an electronic device that is prohibited by the school rules or that they reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, they may examine any data or files on the device where there is a good reason to do so. They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone if it has been seized in a lawful 'without consent' search and is prohibited by the school rules or is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property.
- The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a "good reason" for examining or erasing the contents of an electronic device:
- In determining a 'good reason' to examine or erase the data or files the staff member should reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.
- If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must 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, should not be deleted prior to giving the device to the police.⁴
- If a staff member does not find any material that they suspect is evidence in relation to an offence, and decides not to give the device to the police, they can decide whether it is appropriate to delete any files or data from the device or to retain the device as evidence of a breach of school discipline.
- All school staff should be aware that behaviours linked to sexting put a child in danger. Governing bodies should ensure sexting and the school's approach to it is reflected in the child protection policy. The UK Council for Child Internet Safety (UKCCIS) Education Group has recently published the advice - [sexting in schools and colleges - responding to incidents and safeguarding young people](#)

⁴ Section 62 of the Coroners and Justice Act 2009 defines prohibited images of children. Section 63 of the Criminal Justice and Immigrations Act 2008 defines extreme pornographic images.

Also note:

- Teachers should also take account of any additional guidance and procedures on the retention and disposal of items that have been put in place by the school.

16. Telling parents and dealing with complaints

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

Further sources of information

Associated resources (external links)

- [Use of Reasonable Force - advice for headteachers, staff and governing bodies Behaviour and Discipline in Schools](#)
- [Behaviour and Discipline in Schools - advice for head teachers and school staff](#)
- [Information Commissioner for advice on the Data Protection Act](#)
- [Keeping children safe in education statutory guidance for schools and colleges](#)
- [UK Council for Child Internet Safety- UKCCIS Sexting in schools and colleges - responding to incidents and safeguarding young people](#)

Legislative links

- [The Education Act 1996](#)
- [Education and Inspections Act 2006](#)
- [Education \(Independent School Standards\) \(England\) Regulations 2010](#)
- [The Schools \(Specification and Disposal of Articles\) Regulations 2012](#)
- [School Behaviour \(Determination and Publicising of Measures in Academies\) Regulations 2012](#)
- [Health and Safety at Work etc Act 1974](#)



Department
for Education



Use of reasonable force

Advice for headteachers, staff and
governing bodies

July 2013

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Summary

About this departmental advice

This is non-statutory advice from the Department for Education. It is intended to provide clarification on the use of force to help school staff feel more confident about using this power when they feel it is necessary and to make clear the responsibilities of headteachers and governing bodies in respect of this power.

Expiry or review date

This advice will be kept under review and updated as necessary.

Who is this advice for?

- School leaders and school staff in **all schools⁵** in England.

Key points

- School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.

What is reasonable force?

1. The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. ‘Reasonable in the circumstances’ means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

⁵ “All schools” include Academies, Free Schools, independent schools and all types of maintained schools

5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force⁶.
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

⁶ Section 93, Education and Inspections Act 2006

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

Power to search pupils without consent

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”⁷:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force **cannot** be used to search for items banned under the school rules.

Separate guidance is available on the power to search without consent – see the ‘Further sources of information’ section for a link to this document.

Communicating the school’s approach to the use of force

- Every school is required to have a behaviour policy and to make this policy known to staff, parents and pupils. The governing body should notify the headteacher that it expects the school behaviour policy to include the power to use reasonable force.
- There is no requirement to have a policy on the use of force but it is good practice to set out, in the behaviour policy, the circumstances in which force might be used. For example, it could say that teachers will physically separate pupils found fighting or that if a pupil refuses to leave a room when instructed to do so, they will be physically removed.
- Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).
- Schools do not require parental consent to use force on a student.

⁷ Section 550ZB(5) of the Education Act 1996

- Schools should **not** have a ‘no contact’ policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.
- By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.

Using force

- A panel of experts⁸ identified that certain restraint techniques presented an unacceptable risk when used on children and young people. The techniques in question are:
- the ‘seated double embrace’ which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the ‘double basket-hold’ which involves holding a person’s arms across their chest; and
- the ‘nose distraction technique’ which involves a sharp upward jab under the nose.

Staff training

- Schools need to take their own decisions about staff training. The headteacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so.
- Some local authorities provide advice and guidance to help schools to develop an appropriate training programme.

Telling parents when force has been used on their child

- It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents⁹.
- In deciding what is a serious incident, teachers should use their professional judgement and consider the:
 - pupil’s behaviour and level of risk presented at the time of the incident;
 - degree of force used;

⁸ Physical Control in Care Medical Panel - 2008

⁹ References to parent or parents are to fathers as well as mothers, unless otherwise stated.

- effect on the pupil or member of staff; and
- the child's age.

What happens if a pupil complains when force is used on them?

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance (see the ‘Further sources of information’ section below) where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

What about other physical contact with pupils?

- It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.
- Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

Frequently Asked Questions

Q: I'm worried that if I use force a pupil or parent could make a complaint against me. Am I protected?

A: Yes, if you have acted lawfully. If the force used is reasonable all staff will have a robust defence against any accusations.

Q: How do I know whether using a physical intervention is 'reasonable'?

A: The decision on whether to physically intervene is down to the professional judgement of the teacher concerned. Whether the force used is reasonable will always depend on the particular circumstances of the case. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means the degree of force used should be no more than is needed to achieve the desired result. School staff should expect the full backing of their senior leadership team when they have used force.

Q: What about school trips?

A: The power may be used where the member of staff is lawfully in charge of the pupils, and this includes while on school trips.

Q: Can force be used on pupils with SEN or disabilities?

A: Yes, but the judgement on whether to use force should not only depend on the circumstances of the case but also on information and understanding of the needs of the pupil concerned.

Q: I'm a female teacher with a Year 10 class - there's no way I'd want to restrain or try to control my pupils. Am I expected to do so?

A: There is a power, not a duty, to use force so members of staff have discretion whether or not to use it. However, teachers and other school staff have a duty of care towards their pupils and it might be argued that failing to take action (including a failure to use reasonable force) may in some circumstances breach that duty.

Q: Are there any circumstances in which a teacher can use physical force to punish a pupil?

A: No. It is always unlawful to use force as a punishment. This is because it would fall within the definition of corporal punishment, which is illegal.

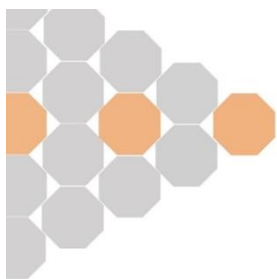
Further sources of information

Other departmental advice and guidance you may be interested in

- [Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders \(2002\)](#)
- [Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties \(2003\)](#)
- [Screening, searching and confiscation – advice for headteachers, staff and governing bodies.](#)
- [Dealing with allegations of abuse against teachers and other staff – guidance for local authorities, headteachers, school staff, governing bodies and proprietors of independent schools](#)

Associated resources (external links)

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



TRAFFORD
COUNCIL

Knife Crime and Youth Violence Protocol for Education.

Guidance document for Schools and PRUs.

July 2020

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Introduction

This protocol and the guidance within this document is for schools (Primary and Secondary) and Pupil Referral Units (PRU). It should be used when a child is found in possession of a weapon on the education establishment's site.

This document has been created to enable schools and PRU's to have a consistent approach when dealing with weapons and to understand the legal requirements around these events. It is expected that there will be a multi-agency approach involving the Police, Children's Services and the Youth Justice team to support the school or PRU and identify suitable early interventions to disrupt the current behaviour patterns and influence positive change.

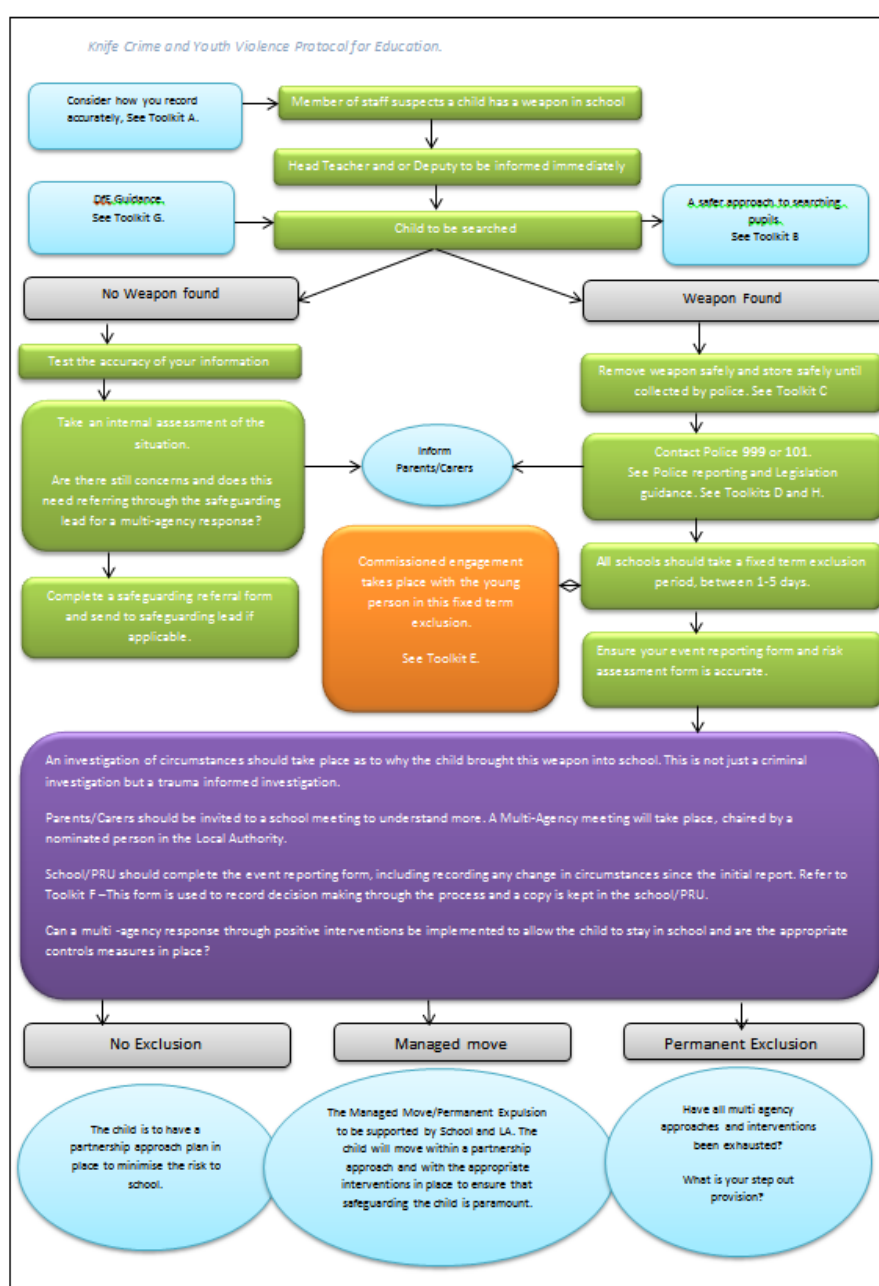
Within this document you will find the following:

1. Procedural Flow Chart.
2. Recording Techniques and advice on how to record accurately.
3. Department of Education (DfE) Guidance on School Policy around Searching, Screening and Confiscation of prohibited articles, which includes weapons.
4. Safer Search Techniques.
5. Safer Handling of Bladed Weapons.
6. A legislation guide with case studies and examples of reporting forms used to inform the police of an event.
7. Commissioned Engagement Guidance – to be completed by each GM Borough and local offer
8. An example of an event reporting form with risk assessment.

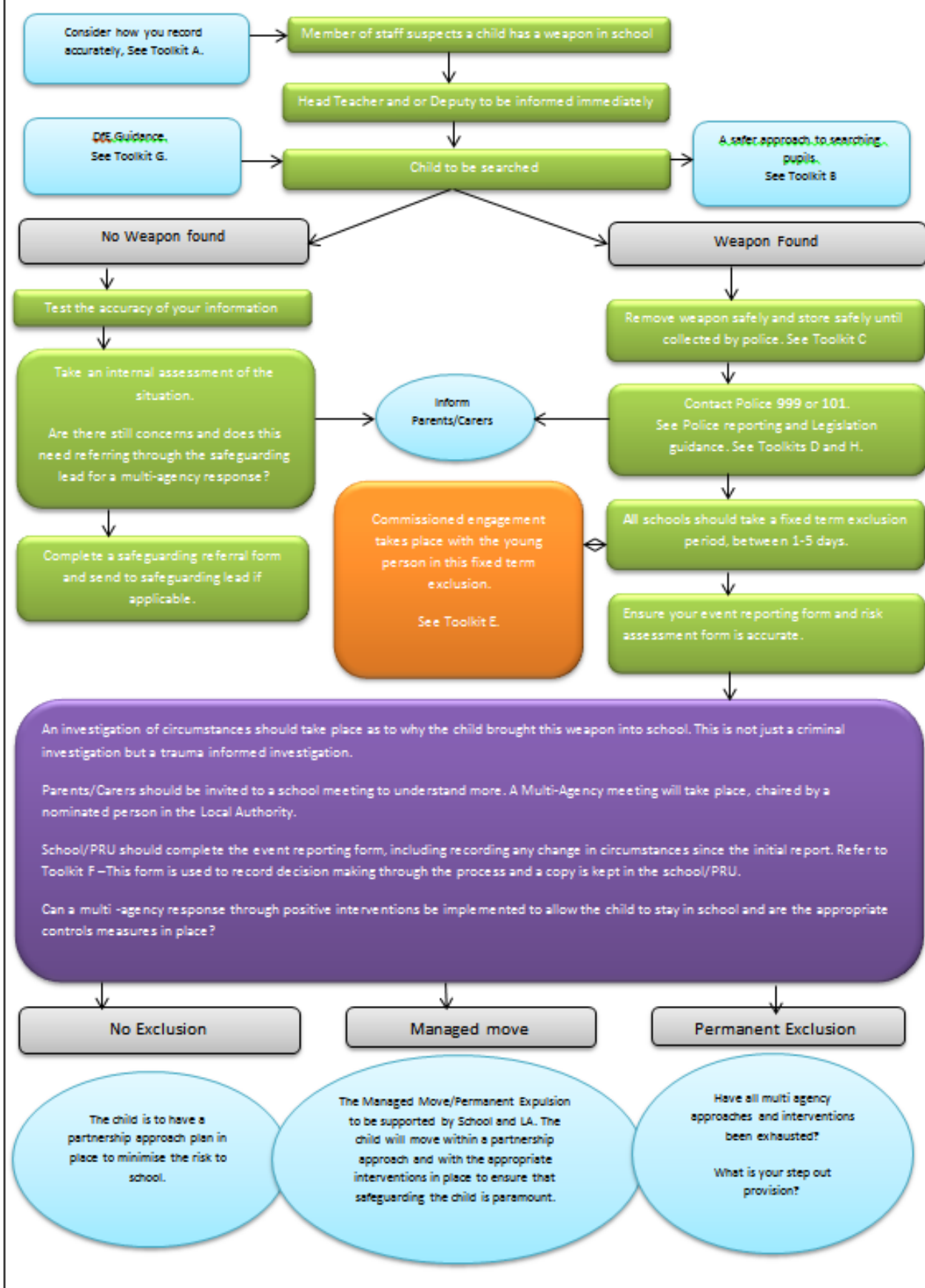
This document is designed to provide guidance and it should sit alongside your policies and procedures relating to safeguarding, managed moves and exclusions.

Flow chart key

Colour and shape	Meaning
Green Rectangle	School Action
Light Turquoise	Consideration for the School
Grey shaded Rectangle	Title statement
Orange	Be-spoke intervention process that should be managed through an identified organisation in each district.
Purple Rectangle	Multi-agency approach, all parties have a responsibility to support the school in making a decision regarding the child's welfare



Knife Crime and Youth Violence Protocol for Education.



Toolkit A.

Guidance on event recording.

This document is useful in developing a practice within schools of asking the right kind of questions to ensure the appropriate action is taken.

The person the information is reported to may not be the person ringing the police or contacting the safeguarding lead in the Local Authority so it is important the information is recorded accurately.

In the case where a pupil reports an event to a member of staff it is crucial that a written record begins at the earliest opportunity. This record will ensure that when information is disseminated between members of staff the information is accurate.

Remember, it is very likely that this information will lead to action and some cases an increased chance of restraint or searching between school staff and a child. Is the action necessary and proportionate in the circumstances?

Consider using open questions;

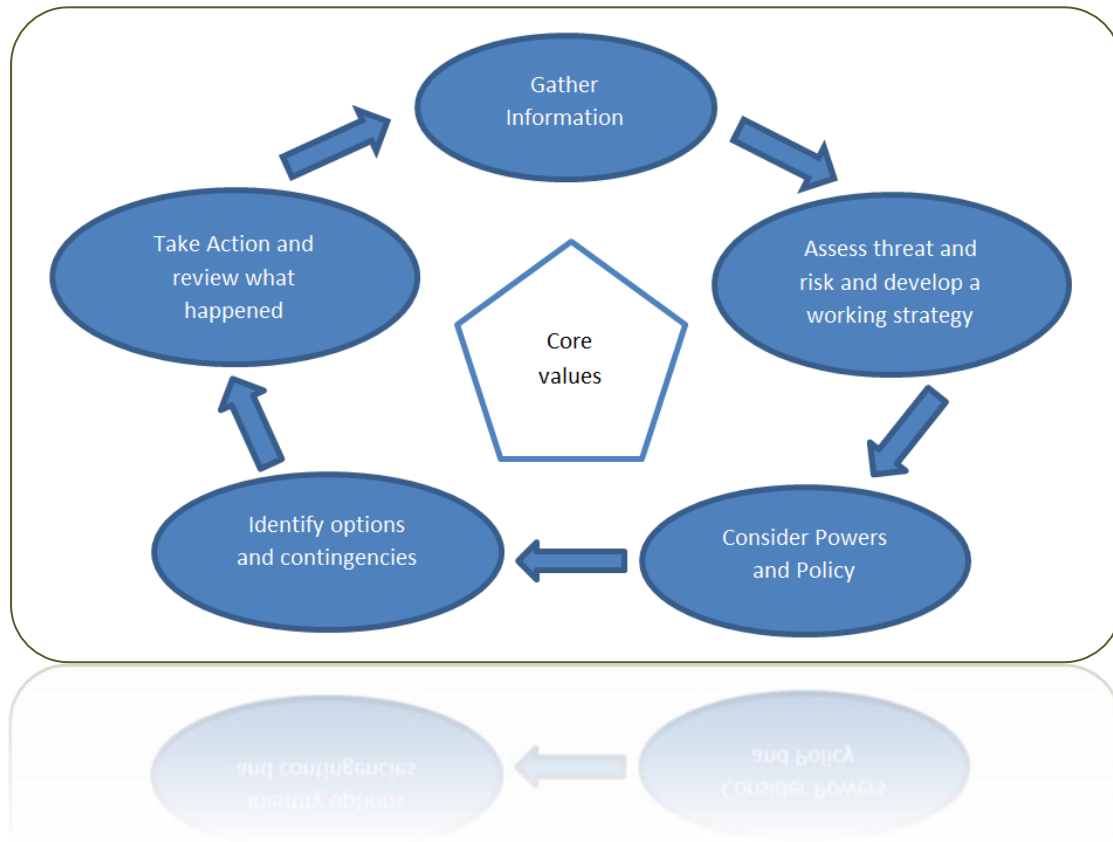
What, Where, When, Who, Why and How.

It is important to test the accuracy (provenance) of the information. If a child tells a teacher that another pupil has a weapon it's useful information but further questions to ascertain how they know this; where did they see the weapon; why have they brought it into school; how did they find out that they had the weapon makes the information more valuable and will lead to a greater confidence in dealing with the event.

Where a member of staff suspects a child has possession of a weapon in school it is equally important to record the same information. If and when the action is questioned the member of staff and the school are confident that their decision making was structured and informed.

The National Decision making model provides a framework to help you make informed choices based on the information you have and behavioural policies with your establishment.

Fig A is The National Decision Making model. (NDM)



There is a real balance between the necessity for speed in taking action and taking enough time to be sure about the details of the event. It is critical to ask the right questions at the earliest opportunity to build provenance around an event.

Fig B – Suggested format for information collection.

Time	Date	Reporting person	Information
			<p>ADVOKATE.</p> <p>A –Amount of time the observation took place and when was the weapon seen</p> <p>D –How far away were you when you saw the weapon?</p> <p>V – Visibility, are there any reasons why the sighting would be doubted e.g. darker nights at winter?</p> <p>O –Obstructions, was the weapon seen clearly, where there any other items or people in the way?</p> <p>K – Is the child with the weapon known to them and if so how.</p> <p>A –Any reasons for the child to make the disclosure, why are they telling you, why do they know the child has a weapon?</p> <p>T –Time-lapse – how much time has passed between the sighting and the reporting?</p> <p>E –Errors, has the person who is taking the report noticed any obvious errors e.g. Child A is named but staff know that Child A is not on site or the description is not accurate.</p>

ADVOKATE – is a useful acronym to use and is used by the police when taking statements from witnesses.

It is recommended that your recording documentation would form part of a chronology, so that when the information is handed from one member of staff to another or one agency to another, there is continuity.

Toolkit B

Some considerations for the safer searching of pupils.

Each Education site will have its own procedures around scanning and searching and their use of the DfE guidance.

Whether the school has a policy of searching all students as a condition of entry, an agreement that a specific student is to be searched on a daily basis or searching based on specific information, there are some safer techniques that can be considered.

Fig A - Search Wand



There are several brands of wands available. Most operate by emitting a sound when they detect metal. Some can be used on silent and will vibrate rather than making a sound.

The wands are a good means of confirming suspicion and they do so in a manner that avoids physical contact between the designated member of staff and pupil.

Communication strategy prior to and during search

Conversation between pupil and teacher should always remain professional. Your intention is to search the young person and it is important to have a no surprise approach. You may want to consider approaching the conversation in the following manner .

Think of the acronym **GOWISE**

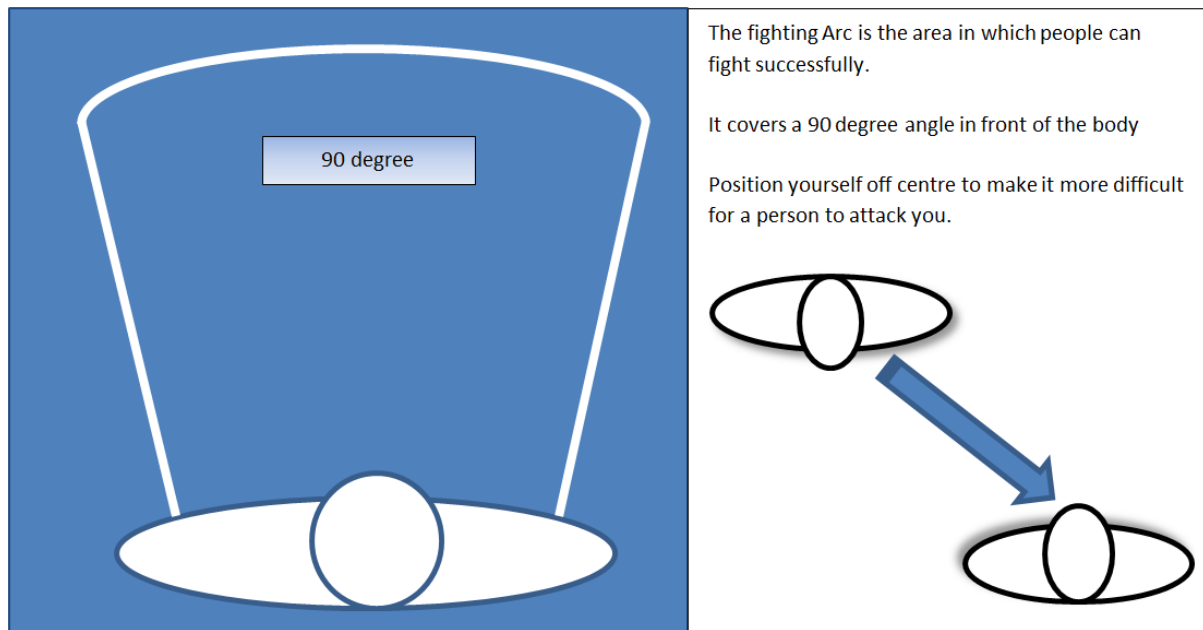
- G** State your **Grounds** for search; be confident in your powers under the DfE guidance. If you have a written record as per Toolkit A you will understand the value of the information.
- O** Tell the pupil what the **Object** of the search is – you may be concerned of a blade they may be concerned about something else in their bag
- W** Consider **What position** you hold in the school and how that affects your power -are you designated?
- I** **your Identity**; the pupil may know you but they may not.
- S** **Search**, tell them how you are going to search them. Reassure them that their dignity and safety is paramount
- E** **Everything** you do should be recorded.

Search Technique

There should be two people present during a search. One designated person to search (they should be the same sex as the person being searched) and one witness. The designated person's job is to conduct the search and the witness will engage the student in conversation, watch for any escalation of behaviour and act as a safety officer.

We should approach in a manner that doesn't invite confrontation, for example remaining out of the "fighting arc".

Fig B – Illustration of a fighting arc.

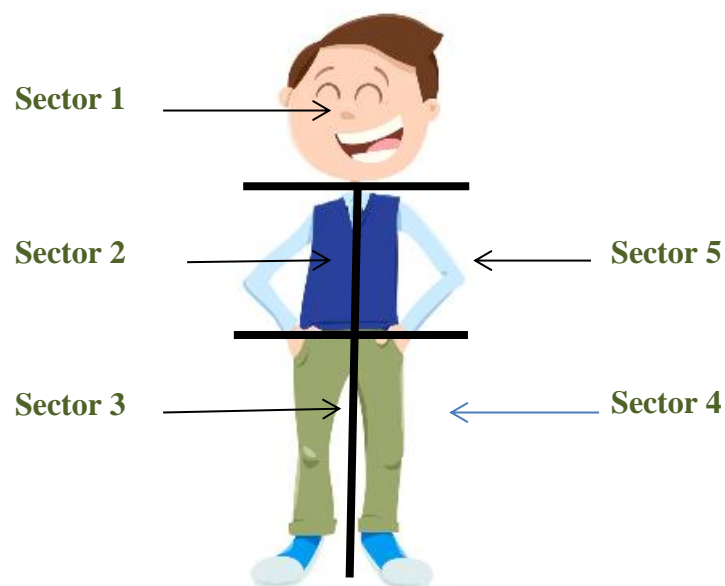


The designated searcher should consider the following guidance as it gives a structured, systematic approach to searching;

Imagine the body split into 5 areas (see fig c);

- Draw a vertical line from the chin to the feet
- Draw a horizontal line from hip to hip
- Draw a line under the chin horizontally
- Number each sector and only search one sector at a time. If you find an article in one sector you should still continue through all the other sectors.

Fig C –Sectors of the body



Toolkit C

Guidance for the safer handling of Bladed weapons.

In order to ensure the safe handling of a weapon with a blade we are suggesting that you have access to a Knife Tube. Sites that take part in training offered by the GM VRU will be given a knife tube. This tube is similar to Fig A and they come in a variety of sizes. The advice is for the school/PRU to use the tube and request a like for like replacement when the police take the weapon away from your site.

Where possible use gloves that are slash proof to handle weapons. In all case be aware of the blade especially in spring loaded and butterfly knives as they can cut fingers when opening, especially if you are unfamiliar with the mechanics.

Fig A – Knife Tubes



In the absence of knife

Fig B – Bubble Wrap



Fig D – Newspaper around and tape it.



tubes use these techniques to securing the weapon in school.

Fig C – Cardboard Wrap the blade and



the blade

Toolkit D

Legislation guidance

Examples of where an immediate police response is required - dial 999

Where a young person has a weapon and there is;

- A danger to life
- Use of immediate or the threat of immediate use of violence
- Serious injury caused to a person
- Serious damage to property.

There are a number of pieces of legislation that cover the possession of, the use and the threat of the use of weapons in public spaces and schools. This toolkit will cover definitions and how they would apply, depending on circumstances.

It will go some way to explain the Criminal Justice process and how this will affect the young person. The aim is not to criminalise but it is to ensure that the young person is subject to appropriate interventions.

KEY TERMS

School Premises – *The Criminal Justice Act, Section 139A(6) in this section and section 139B*, “school premises” means land used for the purposes of a school excluding any land occupied solely as a dwelling by a person employed at the school; and school has the meaning given by section 4 of the education act 1996.

The site is still school premises when the school is closed.

Caretakers house on site would be land occupied solely as a dwelling.

It does not include Further Education and Higher Education sites.

Blade/Sharply pointed article – case law shows that the sharpness of the blade is not critical, so a blunt knife is still a bladed article. A sharply pointed article is one that has been sharpened so that its usual purpose has changed. An example would be a sharpened screw driver.

Offensive weapon – any article (*including knives and sharply pointed articles*) made or adapted for use for causing injury to the person, or intended by the person having it with him for such use or by some other person.

Youth Caution - is a formal warning that is kept on record by the police. It can be given to young people under the age of 18 who have committed a criminal offence.

Conditional Youth Caution - is a formal warning that is kept on record by the police. It can be given to young people under the age of 18 who have committed a criminal offence. The conditional aspect means that a number of statutory interventions are put in place so that the young person must engage with Youth Justice.

Out of Court Disposal (OoCD) - are a way of dealing with less serious offending. An offender has to admit they are guilty of an offence to be issued with an out of court disposal and be eligible in terms of previous recorded offending (if the child has received previous out of court disposal one may not be open as an offer to them). The Youth Justice Service will conduct an assessment of the young person’s needs and balance that against the severity of the crime. OoCD are interventions that can be educationally based, victim focused or community based.

Folding pocket knife – in order to be exempt from certain pieces of legislation the folding pocket knife's blade must be less than 3 inches and cannot lock into position.

Case Study 1

Circumstances where a person is in a public place with a blade or sharply pointed article.

Section 1 of the Prevention of Crime Act 1953.
Prohibits the possession of an **offensive weapon** in a public place.

Section 139 of the Criminal Justice Act 1988.
Prohibits having with you; in a public place any article that has a blade or is sharply pointed. Folding pocket knives with a blade less than 3 inch are exempt.

Arrest or Voluntary Attendance to a police station, arranged by an officer, based on risk presented at the time.

CPS Guidance.

If the young person is under 16 years old and this is a simple possession offence and not aggravated by the young person threatening or using the article then the advice is to issue a Caution or issue a Conditional Caution. Youth Justice Officers can issue an Out of Court disposal if the circumstances are exceptional.

If the person is over 16 years old the advice is to charge.
Exceptional takes the dictionary definition and the matter must be referred to Youth Justice.

Case Study 2

A Young person is on school property with a blade or sharply pointed article.
Contact the police on 999 or 101.

Section 1 of the Prevention of Crime Act 1953.

Prohibits the possession of an **Offensive weapon** in a public place.

Section 139 of the Criminal Justice Act 1988.

Prohibits having with you, in a public place any article that has a blade or is sharply pointed. Folding pocket knives with a blade less than 3 inch are exempt.

Section 139A(2) of the Criminal Justice Act 1988.

Any person with an offensive weapon, within the meaning of Section 1 above, on school premises shall be guilty of an offence.

Section 139A(1) of the Criminal Justice Act 1988.

Any person who has an article to which section 139 of this act applies with them on school premises is guilty of an offence.

Link to the protocol. The child has been searched on the school premises and a weapon has been found.
The school will make a decision around temporary or permanent exclusion; the police should be informed by following the guidance. The protocol should now be followed
Arrest or Voluntary Attendance to a police station, arranged by an officer, based on the risk presented at the time.

CPS Guidance.

If the young person is under 16 years old and this is a simple possession offence and not aggravated by the young person threatening or using the article then the advice is to issue a Caution or issue a Conditional Caution. Youth Justice Officers can issue an Out of Court disposal if the circumstances are exceptional.

Exceptional takes the dictionary definition and the matter must be referred to Youth Justice.

For a person over 16 years old the CPS advice is to charge the young person.

Commissioned engagement to be put in place during the Temporary or Permanent Exclusion period to ensure that the young person is engaged with appropriate interventions that will educate them around knife enabled crime.

Case Study 3

Young person is on School property with a blade or sharply pointed article, being threatening, threatening immediate violence to people or property.

**RING
999**

Section 1 of the Prevention of Crime Act 1953.

Prohibits the possession of an **Offensive weapon** in a public place.

Section 139 of the Criminal Justice Act 1988.
Prohibits having with you, in a public place any article that has a blade or is sharply pointed. Folding pocket knives with a blade less than 3 inch are exempt.

Section 139A(2) of the Criminal Justice Act 1988.

Any person with an offensive weapon, within the meaning of Section 1 above, on school premises shall be guilty of an offence.

Section 139A(1) of the Criminal Justice Act 1988.

Any person who has an article to which section 139 of this act applies with them on school premises is guilty of an offence.

Section 139AA of the Criminal Justice Act 1988.

Offence of threatening with article with blade or offensive weapon. If a person has an article to which this section applies with them in a public place or a school premises and unlawfully and intentionally threatens another person with the article. That they do so in such a way that there is an immediate risk of serious physical harm to that other person.

Link to the protocol. The child has been searched on the school premises and a weapon has been found. The school will make a decision around temporary or permanent exclusion; the police must be informed by following the guidance.

Arrest or Voluntary Attendance to a police station, arranged by an officer, based on risk presented at the time.

CPS Guidance.
Charge - unless there are exceptional circumstances.

Commissioned engagement to be put in place during the Temporary or Permanent Exclusion period to ensure that the young person is engaged with appropriate interventions that will educate them around knife enabled crime.

Commissioned activities.

The following commissioned interventions are funded in Trafford and can be accessed by young people upon the referral of a professional, parent or guardian.

Trafford Youth Justice Mentoring	Offers one to one and group support to young people at risk of serious violence. Risk factors include domestic abuse in the home, intelligence around violence/weapons, victims of violent crime and siblings of those involved in violent crime.
Gorse Hill Studios	Offers Music and Martial Arts Mentoring to at risk young people
Bespoke Interventions	Can be used in conjunction with mentoring support from TYJ, funded interventions include boxing, sports and physical activity

To refer into any of these programs please contact Neill Courtney, Violence Reduction Coordinator at neill.courtney@trafford.gov.uk of 07927-054899

Toolkit F

Example of an event recording form and risk assessment form

Instructions.

- When reporting a concern just complete Section 1
- In all other circumstances where action is taken complete the whole form
- Email the completed form to Head Teacher of School/PRU/College

What are you reporting?

Section 1 : Event details

Date		Time	
Site		Room or Location	

Where did the information regarding the knife/weapon come from?

Name of reporting party and contact details.

Forename

Family Name

Home address

Contact email

Contact Mobile/telephone

Employee Number

It is vital that the information recorded by the school/PRU/college is accurate and that we test the validity of the information being passed to us. If someone says they have seen a weapon we should feel that we can ask probing questions – this is not to question what they have seen but it is to gather accurate information with provenance.

What time and date is this reporting being completed?

Section 2 –Reporting member of staff

Role with organisation

Forename

Family name

Employee number

Contact email and number

Section3 – Witness details

Witness name and Contact details (email and mobile)

Do they have any material evidence – footage on mobile/device?

1

2

3

Section 4 – Event Summary, Investigation.

1. Name of the young person, DOB, Address, GP.
2. Parent/Carer/Next of kin details.
3. Contact address, email and mobile and relationship to the young person.
4. Parties present and involved in the event.
5. Circumstances of the event, consider the environment and the individual when discussing causes. Action taken – who has been contacted, contact details and any reference numbers.
6. Has consent been given to share information given to share information

An Aide Memoire to assist on information collection.

ADVOKATE

A –Amount of time the observation took place and when was the weapon seen

D –How far away were you when you saw the weapon?

V – Visibility, are there any reasons why the sighting would be doubted e.g. darker nights at winter?

O –Obstructions, was the weapon seen clearly, where there any other items or people in the way?

K – Is the child with the weapon known to them and if so how.

A –Any reasons for the child to make the disclosure, why are they telling you, why do they know the child has a weapon?

T –Time-lapse – how much time has passed between the sighting and the reporting?

E –Errors, has the person who is taking the report noticed any obvious errors e.g. Child A is named but staff know that Child A is not on site or the description is not accurate.

Toolkit G

Section 5 – Action Timetable

Contact 1 – Time, Date and Location

Parties present

Risk Assessment include Corrective Actions

Commissioned Engagement

Contact 2 – Time, Date and Location

Parties present

Risk Assessment

Commissioned Engagement



Department
for Education

Searching, screening and confiscation: advice for schools

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Department of Education's published Guidance on screening, searching and confiscation of prohibited articles.

Searching, screening and confiscation

Advice for head teachers, school staff and governing bodies

January 2018

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Toolkit H

National Police Chief's Council and Child Centred

NPCC- guidance on when to ring the Police

Page 16 is specific to weapons



Appendix F

Anti-Bullying Policy

Bullying is not tolerated at Wellington School and all instances of reported bullying will be thoroughly investigated, recorded, witness statements taken and referred to the appropriate Director of Year / Pastoral Manager.

The policy which appears in all Student Planners gives:

- Advice to students who are being bullied
- Advises students what to do if they witness somebody being bullied.
- Advises parents on the signs of bullying.

This policy is re-enforced by tutors and in School Assemblies and during Anti Bullying week.

This policy is based on DfE guidance "*Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies*", July 2017 and it is recommended that schools read this guidance: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>.

1) Objectives of this Policy

This policy outlines what Wellington School will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community and we are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated.

2) Our school community:

- 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.

3) 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". (DfE "Preventing and Tackling Bullying", July 2017)

Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyber bullying) 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.

4) Forms of bullying covered by this Policy

Bullying can happen to anyone. This policy covers all types of bullying including:

- 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 bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.
- Bullying via technology – “cyber bullying”

5) 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.
- Follow the enable project embedding lessons into the PSHE curriculum and establishing and training a group of Anti-Bullying ambassadors in Year 7 to 13. (approx. 250)
- 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).
- 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.
- Carrying out restorative justice where appropriate.

6) 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.
- Provide Anti-Bullying training twice in an academic year.

7) 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.

8) Links with other school policies and practices

This Policy links with a number of other school policies, practices and action plans including:

- Behaviour Policy
- Complaints Policy
- Safeguarding Policy
- e-Safety (Online Safety)
- Relationships and Sex Education Policy
- Mobile phone and social media policies
- Searching and confiscation
- Mental Health Policy

9) Links to legislation

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989, 2004
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- The Computer Misuse Act 1990
- Keeping Children Safe in Education 2020

10) 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.

The named Governor with lead responsibility for this policy is: C Spurling

The named member of staff with lead responsibility for this policy is: E Copeland

11) Monitoring & review, policy into practice

This policy was approved by the Governing Body.

This policy will be monitored and reviewed in September 2021.

The Designated Safeguarding Lead (DSL) will report on a regular basis to the named Governor on incidents of bullying and outcomes. The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the school's action planning.

12) Additional Content

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 on Edukey and referred to the Pastoral Manager (PM) and (DSL)
- The PM will interview all concerned and will record the incident
- Teachers/Form Tutors will be kept informed
- When responding to cyber bullying 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 school's 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
- Where appropriate the Police Liaison Officer will attend school and speak to students

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 respond to concerns and build resilience as appropriate.
- Reassuring the pupil and providing continuous support
- Restoring self-esteem and confidence
- Offering restorative conversation in a safe space
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance
- Wellbeing Ambassadors through drop in classrooms, Ourspace or the appointment scheme

Pupils who have bullied 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 or 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 designed lead and/or a senior member of staff/Headteacher
- Being advised to keep a record of the bullying as evidence and discuss how 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 school's 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 have bullied will be helped by:

- Discussing what happened with a senior member of staff and establishing the concern
- Clarifying the school's 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

Appendix 1

Establishing the nature of the problem before an incident is logged.

Bullying is a term which is freely used by both students and parents. If a complaint is received, it is up to the Director / Pastoral Manager to establish the nature of the problem. One off disagreements are not recorded on this log but on referral forms.

In establishing the nature of the complaint, Director / Pastoral Manager assume a problem solving approach. This will establish whether the complaint can be defined as bullying.

Prompts for Interviewing Students.

Who is involved? Take each name individually and ask:

- What have they done?
- Where did this take place?
- When did it happen?
- Who saw this happen?
- How often has this happened?
- Why do you think they did this?

There are many definitions of bullying at Wellington. A working definition is:

- Deliberately hurtful behaviour
- Repeated over a period of time
- Difficult for victims to defend themselves.

It can be:

- Physical
- Verbal
- Damage to Property
- Indirect – e.g. excluding a student from a social group
- On-line

If the Director of Year / Pastoral Manager is clear that there is a case of bullying, it is logged on Edukey.

Appendix 2

ANTI-BULLYING POLICY STUDENTS – THIS IS WHAT YOU CAN DO

WHAT CAN YOU DO IF YOU ARE BEING BULLIED?

Remember that your silence is the bully's biggest weapon!

- a. Tell yourself that you do not deserve to be bullied, and that it is wrong.
- b. Be proud of who you are. It is good to be an individual.
- c. Try not to show you are upset.
It is hard, but a bully thrives on someone's fear.
- d. Stay with a group of friends/people.
There is safety in numbers.
- e. Be assertive – shout 'NO!' Walk confidently away.
Go straight to a teacher or parent/guardian first.
- f. Fighting back may make things worse. If you decide to fight back, talk to a teacher or parent/guardian first.
- g. Generally, it is best to tell an adult you trust straight away.
You will get immediate support.
- h. Speak to an Anti-bullying Ambassador if you do not wish to speak to an adult.
- i. Post your worry in a confidence box outside any Pastoral Manager's Office.

PROCEDURE

If you know someone is being bullied

- a. TAKE ACTION! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own. – Be an upstander NOT a bystander
- b. If you feel you cannot get involved, tell an adult IMMEDIATELY.
Teachers have ways of dealing with the bully without getting into trouble.
- c. Do not be, or pretend to be, friends with a bully.
- d. If you cannot tell an adult, tell an Anti-Bullying Ambassador

ANTI-BULLYING POLICY PARENTS – THIS IS WHAT YOU CAN DO

AS A PARENT

- a. Look for unusual behaviour in your children. For example they may suddenly not wish to attend school, feel ill regularly, or not complete work to their normal standard.
- b. Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, how lunchtime was spent etc.
- c. If you feel your child may be a victim of bullying behaviour inform the school IMMEDIATELY. Your complaint will be taken seriously and appropriate action will follow.
- d. It is important that you advise your child not to fight back. It can make matters worse!
- e. Tell your own son or daughter there is nothing wrong with him or her. It is not his or her fault that they are being bullied.
- f. Make sure your child is fully aware of the school policy concerning bullying, and that they will not be afraid to ask for help.

REMEMBER

If you suspect a problem we want to know immediately.

Bullying is not acceptable – we want everyone at Wellington to feel safe and secure. No one should be bullied in any way. Verbal abuse is bullying. Physical attack is bullying. Any form of intimidation is bullying. Help us stop bullying.

This policy should be read in conjunction with Safeguarding Policy

Appendix 3

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools” March 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: “No health without mental health”: <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyber Bullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- CEOP: <https://www.ceop.police.uk/safety-centre/>

LGBT

- EACH: www.eachaction.org.uk
- Stonewall: www.stonewall.org.uk
- The Proud Trust: <https://www.theproudtrust.org/>

SEND

- *Changing Faces*: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: <https://www.theredcard.org/>

Appendix 4

Bullying Incident

Bullying incident reported

Speak with student who is 'victim' and collect statement.
Re-assure student they are doing the right thing in telling you.

- Identify student(s) doing bullying
- Identify student(s) who may have witnessed
- Identify what, where and **when** this has happened
- CONTACT PARENT TO LET THEM KNOW YOU WILL INVESTIGATE

Liaise with Pastoral Manager and ensure that they speak with any witnesses

- Identify student(s) doing bullying
- Identify what, where and when this has happened
- Check CCTV (where applicable)

EVIDENCE TO SUPPORT

Speak with the student(s) who allegation was made against and take a statement

- *Speak with the Deputy Headteacher for sanction*
- CONTACT PARENT TO LET THEM KNOW THEY HAVE BEEN SANCTIONED FOR BULLYING
- CONTACT PARENT OF VICTIM TO LET THEM KNOW OUTCOME AND ENSURE THEY ARE SATISFIED
- *RECORDED IN BULLYING LOG*

NO EVIDENCE TO SUPPORT

- Speak with student(s) who allegation was made against
- Explain there is not enough evidence but you will be monitoring situation

- Speak with VICTIM
- Explain there is not enough evidence but you will be monitoring situation
 - CONTACT PARENT AND EXPLAIN SITUATION AND ENSURE THEY ARE SATISFIED
 - RECORD ONTO CLASS CHARTS (and EDUKEY if appropriate)

CHECK BACK WITH STUDENT ON A WEEKLY/FORTNIGHTLY BASIS TO CHECK EVERYTHING IS FINE

Appendix 5 Advice for Parents



**Don't face
it alone**

#SpeakOutAboutBullying

Advice for Parents and Carers

See it. Report it. Show support.

Thousands of young people experience bullying behaviour every day. They often don't speak out about it because they are scared of what might happen or they are unsure about who to tell or how to report it online. We want to change this by showing young people that they deserve to be heard and that help and support are available.

Experiencing bullying behaviour can make young people feel small, lonely and like they have no voice. They may think that even if they did manage to say something, no one would believe them.

If you know or suspect that your child is experiencing bullying behaviour, it can be a very upsetting and emotional time. You may also feel unsure about what to do to support them and how to access help.

The signs of bullying behaviour aren't always obvious. If you're ever unsure, speak up to remind your child that they aren't alone and that you're there to support them.

No-one should face bullying alone.

Understanding Bullying

"Eventually I came out of it the other side without vulnerability or fear of going through it again, because I got help when I spoke up"

Student Anti-Bullying Ambassador

"Bullying behaviour is repeated, negative behaviour that is intended to make others feel upset, uncomfortable or unsafe. This can happen both online and offline."

"We had an open and honest discussion. I wanted my daughter to know that I was there for her."

Parent

Experiencing bullying behaviour is an unpleasant part of too many children's lives, with around a quarter of pupils experiencing some bullying behaviour during their primary school years and one in six 10-15 years olds reporting having experienced it, according to a study by the Department for Education. Online bullying is a serious issue, with one out of five children aged

10-15 years in England and Wales experiencing at least one type of online bullying behaviour according to the Office for National Statistics.

Bullying behaviour can be physical, verbal or indirect. Indirect bullying behaviour can involve the spreading of rumours, deliberately excluding someone or online bullying.

**Don't face
it alone**

#SpeakOutAboutBullying

See it. Report it. Show support.

Bullying behaviour can have long term effects on young people, including:

- Mental health problems like depression and anxiety
- Trouble forming friendships
- Lack of acceptance by peers
- Becoming suspicious of other people
- Poorer school performance

(source: NSPCC)

How can you tell if your child is experiencing bullying behaviour?

A young person might be hesitant to tell you about bullying behaviour for a variety of reasons: they may feel embarrassed, upset or angry. They may worry that, by speaking out, they will make the situation worse, so it's important to remind them that you are there for them and will listen to their concerns. Here are some signs to look out for:

- Unwillingness to go to school, perhaps saying they're unwell
- Coming home with damaged or missing belongings
- Seeming anxious or depressed
- Appearing more withdrawn or shy, including self-isolating or withdrawal from activities they previously enjoyed
- Worsening performance or behaviour at school
- Having unexplained cuts or bruises
- Change in friendships
- Hiding their phone, tablet or other devices or checking them more often than usual



SUPPORT NETWORKS

Support networks can be very powerful. Help young people to identify someone they can turn to if they have a problem, worry or concern.

How to support a young person

It can be very upsetting to hear that a young person is experiencing bullying behaviour. Try to remain calm; they may be worried what you will do or say and they don't want you to become angry or upset. It's important to listen, support and ask them how you can help, so that you can work out what to do together.

Listen

Letting a child feel heard is key. The most important thing you can do is listen. Practice 'active listening' where you summarise back what your child has said. So, for example, "so they took your books and threw them all over the floor? And you cried because you felt sad? I can understand why you'd be upset." Try not to respond with advice telling them to not "tell tales", or "be strong, ignore it" and try not to confiscate a device or restrict access if they report online bullying behaviour, these are things young people have said are not helpful and can make the young person feel unsupported or punished for speaking out.

Thank them and work with them

A young person needs to know that they have done the right thing by talking to you about this. They might be worried that by telling you, the problem will get worse. Try not to take over their problem, worry

or concern by taking action without them. Instead work with them to show them you are listening and to help them think about solving and making the situation better together. This will stop some worries in their head about not knowing the next steps. Keep communicating, checking in and updating them on any agreed actions/next steps.

Thank them for being open about it and let them know you'll do your best to help sort things out.

Make a record

Make notes with your child about what has been going on and when. Take screenshots of any online bullying behaviour if possible and encourage your child to report it and block. Finding out about the tools available on the specific platform may help the young person to mute, block, restrict and report the person.

See it. Report it. Show support.

**Don't face
it alone**

#SpeakOutAboutBullying

Take photos of any physical injuries or damage to property.

Keeping a diary of any future incidents will also be useful when addressing the bullying behaviour with the young person's school.

Approaching a Young Person's school

Encourage your child to speak with a teacher or member of staff at school. You could also arrange to go with them to speak with the Headteacher and/or Pastoral Lead.

If you feel you need to speak to the school directly, these are our top tips:

- Schools should have an Anti-Bullying policy so check this out first. It will usually be found on the school's website or student planner and normally outlines the procedure for reporting and dealing with all types of bullying incidents in and outside of school.
- Ask to speak to someone and stress your concern. Don't let your own experience of school get in the way of your child's experience. Be aware that schools are busy places, and it may not be possible to speak or see a member of staff straight away.
- Try not to take your child out of school or keep them off if there is no immediate danger. This can often make it harder to get them back to school and doesn't give the school the chance to sort out the problem.
- Avoid talking to the parents/carers of the person exhibiting bullying behaviour. While you may be tempted to, this isn't always the most helpful plan of action and could make the situation worse.
- If a crime has been committed, report it to the police. If your child is ever in immediate danger, call 999 and see your GP, mental health services and tell the school if you're worried about a young person's wellbeing and mental health.

Schools can, and should, deal with incidents between pupils online or outside of school

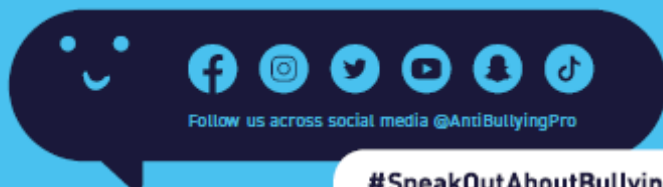


The Department for Education states:

'If an incident of bullying outside the school premises or online is reported to the school, it is important that it is investigated, and appropriate action is taken. This will send a strong signal to pupils that bullying will not be tolerated and perpetrators will be held to account.'

For more help and resources visit

DontFaceItAlone.com



Follow us across social media @AntiBullyingPro

#SpeakOutAboutBullying



For support, young people can **Text SHOUT to 85258** or contact Childline on **0800 111 childline.org.uk**

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