



JMAT &
Bramley Sunnyside Junior
School
Behaviour, exclusions
and Anti-bullying Policy

September 2024

“What is considered to be a disruptive behaviour is not always agreed upon by everyone. What must be agreed upon is that desirable behaviours are reinforced and used as a model for others”.

Date for Review: September 2025



Our Ambitions

Our senior leaders effectively lead a talented and committed team, who collaborate, learn and motivate each other to offer the very best for our community of Bramley.

We empower all of our children to embrace every opportunity and achieve their full potential through taking **responsibility** of their learning.

It is important to our community that we raise aspirations – building emotional **resilience** to enable them to be confident individuals.

Through a creative curriculum for excellence, we strive for our children to be successful learners, who are ambitious for their own futures.

Our rich and celebratory environments mirror our high expectations we endeavour to instil in all of our children. We take pride in our **respectful** relationships, at every level, placing our children at the heart of all we do.

In an ever-developing technological world, we are very conscious of the influence and lures of social media. Therefore, it is imperative that our curriculum actively educates our children to be knowledge-rich and safely navigate their next steps.

Learning Today... Leading Tomorrow



Responsibility

MAKING GOOD CHOICES, AND
OWNING YOUR ACTIONS AND
LEARNING

- Take pride in your appearance – wearing your correct school and P.E. uniform
- Accept responsibility for the choices you make
- Take pride in your work and our school environment, including equipment
- Be prepared for your lesson – having all your equipment ready
- Focus on your own learning – remaining on task

Respect

CARING ENOUGH TO CONSIDER HOW
WORDS AND ACTIONS IMPACT
OTHERS AND AFFECT EVERYONE'S
LEARNING.

- Be polite and well-mannered
- Be kind and consider others' feelings
- Listen without interruption
- Keep yourself and others safe
- Look after your school equipment

Resilient

NOT BEING AFRAID TO WORK
THROUGH CHALLENGES, EVEN WHEN
YOU'RE FINDING SOMETHING
DIFFICULT

- Approach all learning with a positive 'can do' attitude
- Persevere when learning is challenging
- Always try your best
- Accept that failure is necessary for success
- Work hard



Behaviour, Exclusion and Anti-Bullying Policy

Collaboration - Confidence - Creativity

Bramley Sunnyside Junior School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, respect for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining inappropriate behaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with our families.
- Developing positive relationships with children to enable early intervention.
- A shared approach which involves children in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all children can achieve.

Reasonable and proportionate sanctions will be used where a child's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and children are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

- Culture, ethos and environment – the health and wellbeing of children and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- Teaching – the curriculum is used to develop children's knowledge about health and wellbeing
- Community engagement – the school proactively engages with parents/carers, outside agencies and the wider community to promote consistent support for children's health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a child's mental health, behaviour, and education. Where vulnerable children or groups are identified, provision will be made to support and promote their positive mental health. The school's Social, Emotional and Mental Health (SEMH) Policy outlines

the specific procedures that will be used to assess these children for any SEMH-related difficulties that could affect their behaviour.

Legal Framework:

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2022) 'Behaviour in schools: advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Searching, screening and confiscation: advice for schools'

This policy operates in conjunction with the following school policies:

- Social, Emotional and Mental Health (SEMH) Policy – within our SEND POLICY
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Positive Handling Policy
- Child Protection and Safeguarding Policy
- Smoke-free Policy

“Behaviour by an individual or group repeated over time, that intentionally hurts another individual or group either physically or emotionally involving an imbalance of power.”

Bullying can be physical or emotional and it can take many forms (for example, cyber-bullying). Immediate physical safety and stopping violence are a priority; however, bullying can also occur because of prejudice against particular groups.

Bramley Sunnyside Junior School is a **highly inclusive** community where all children and adults feel **valued** and **respected**. Everyone is unique and deserves to be treated **fairly** as an individual, **appreciating** and **celebrating** our differences. We build and foster a community where children feel **safe** and **happy**, being **confident** learners. We will not accept hurtful and intentional behaviours to others.

We recognise there is a need to safeguard the welfare of all those within the school community and to encourage a culture of **co-operation**, **acceptance** and **harmony** both within and outside of school.

Bullying of any kind is unacceptable at Bramley Sunnyside Junior School. If bullying does occur, all incidents will be dealt with promptly and effectively. The school actively implements its anti-bullying policy and has clear pathways for reporting, which are known to all members of the school community. If a crime has been committed during the bullying incident, the Community Police Officer will be involved as appropriate. We actively celebrate diversity and promote cohesion within our community.

In Supporting Our drive for Awareness of Bullying We:

- Celebrate and recognise good behaviour.
- Foster positive and caring attitudes towards each other.
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- Manage behaviour consistently throughout school with parental involvement and cooperation.
- Understand the responsibility of the bystander.
- Ensure a common understanding of what is acceptable/unacceptable behaviour.
- Help children, staff and parents to have a sense of direction and feeling of common purpose.
- Continuously work alongside the LA anti-bullying ambassadors.
- As part of the curriculum we actively participate with:
 - KAPOW (PSHE software programme),
 - My Happy Mind (new for 2022)
 - My Happy Tank (new for 2022 across KS2 with the Kindness Coach),
 - Anti-Bullying Week (including the LA Anti-Bullying Partnership),
 - Show Racism the Red Card (led by Rotherham United),
 - Banter verses Bullying (new for 2022: led by Rotherham United),
 - Developing Playground Leaders, Problem Solvers and Anti-Bullying Ambassadors and Wellbeing Ambassadors.

Leaders are responsible for setting the culture for their school and making sure that all children attend school and learn in calm, orderly, safe and supportive environments, with high expectations (for) strong standards of behaviour.

Our Principals:

This policy aims to promote behaviour in a positive way, through effective relationships between staff and children. It is important to create a mutually supportive, caring and purposeful atmosphere in order to help us achieve our aims:

- ✿ To create a warm and calm atmosphere that promotes a sense of community and belonging.
- ✿ To promote a positive attitude and approach by staff that gives a sense of security, structure and safety whilst demonstrating clear expectations to all children, in every space and activity.
- ✿ To ensure consistent, effective management of behaviour across the school
- ✿ To ensure that all members of the school community are aware of our values and that they are reflected in our behaviour, conduct and curriculum.
- ✿ To support the continual development of all staff and support new staff.
- ✿ To ensure that all children, staff and governors understand their roles and responsibilities within the school.
- ✿ To develop an effective partnership with parents/carers in the behaviour management of their child.

Our Children's Responsibilities:

- ✿ To treat everyone with respect.
- ✿ To work to the best of their ability and to respect others so they can do the same.
- ✿ To cooperate with all children and adults.
- ✿ To respect and take care of our property and environment, both in and around school.
- ✿ To follow the instructions of any member of staff.
- ✿ To actively take responsibility as a bystander.
- ✿ To understand and positively promote our school rules.
- ✿ To actively support the decision making through the School Council and Student Leadership Team.
- ✿ To work towards personal targets.
- ✿ To know what is expected of them.

School Staff's Responsibilities:

- ✿ To treat all children fairly and with respect.
- ✿ To raise children's self-esteem, independence and develop each and every child to their full potential.
- ✿ To provide an excellent curriculum, built upon the *highest quality* (of teaching,) *improving outcomes and ensuring they are prepared for later life* (DfE, 2022) that is relevant and purposeful to our community.
- ✿ To create a *calm, orderly, safe and supportive environments* (DfE, 2022), being mindful of how to develop children emotionally too.
- ✿ To use rules and sanctions clearly and consistently.
- ✿ To use a recognition board, where appropriate, to recognise all children who are positively following our expectations.
- ✿ To liaise with parents/carers.
- ✿ To form effective relationships with parents/carers so that all children can see that the key adults in their lives share a common aim.
- ✿ To be a good role model, exemplifying relationships, with both adults and children

- ✿ To recognise that each child is an individual and to be aware of their needs – responding appropriately.
- ✿ To maintain high standards of self-discipline in time-keeping, classroom organisation, resources appearance and own behaviour.
- ✿ To maintain a high level of supervision.
- ✿ Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every child achieving their full potential, and that every child with behavioural difficulties will be able to study the full national curriculum.
- ✿ Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- ✿ Being responsible and accountable for the progress and development of the children in their class.
- ✿ Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- ✿ To liaise with the Inclusion and Pastoral Support Manager/SEND Coordinator/Inclusion Team in developing extra support for children with specific behavioural needs, setting personal targets where necessary and seeking further LA/agency support.
We have specialist support staff who form part of our Inclusion Team to assist children who may require additional help, i.e. small group work, one-to-one, quiet time out in the Sensory Room etc. This may result in placement on the SEND Register or Inclusion Register and an initiation of a Behaviour Plan, involvement of the Educational Psychologist (subject to parental agreement) or other agencies.

The Head Teacher's Responsibility: *Mrs Robson*

- ✿ The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- ✿ Establishing high expectations of children's conduct and behaviour, and implementing measures to achieve this.
- ✿ Determining the school rules and any disciplinary sanctions for breaking the rules.
- ✿ The day-to-day implementation of this policy.
- ✿ Publicising this policy in writing to staff, parents and children at least once a year.
- ✿ Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

Our Senior Mental Health Lead Responsibility: *Miss Green*

- ✿ Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing children with SEMH-related behavioural difficulties, and how the school engages children and parents with regards to the behaviour of children with SEMH difficulties.
- ✿ Supporting behaviour management in line with the SEMH Policy.

Our SENDCo's Responsibility: *Mrs Woolley*

- ✿ Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- ✿ Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support children with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- ✿ Supporting teachers in the further assessment of a children's strengths and areas for improvement and advising on the effective implementation of support.

Our Parents'/Carers' Responsibilities:

- ✿ To show an interest in what their child does in school.
- ✿ To foster good relationships with the school.
- ✿ To encourage independence and self-discipline.
- ✿ To ensure children attend school regularly and on time.
- ✿ To make sure children are aware of appropriate behaviour in all situations.
- ✿ To support the school in the implementation of this policy and reinforcing this at home.
- ✿ To assist in setting personal targets.
- ✿ Informing the school of any changes in circumstances which may affect their child's behaviour.

Our Children's Responsibilities:

- ✿ Their own behaviour both inside school and out in the wider community.
- ✿ Reporting any unacceptable behaviour to a member of staff.

This aspect of our policy reflects the following guidance:

'Preventing and Tackling Bullying', Gov.uk website 2017

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

The Equalities Act 2010 aims to offer protection from Hate Crime in the form of discrimination, harassment and victimisation. This covers nine areas, seven of which are pertinent to Children and Young People. The seven areas pertinent to Children and Young People are:

- * Disability.
- * Gender.
- * Gender reassignment / transgender identity.
- * Race.
- * Faith.
- * Sexual orientation/sexuality
- * Pregnancy/maternity.

The two areas which do not specifically affect Children and Young People are Age and Marriage/civil partnerships, although these should be explored within the curriculum, for example in PSHE.

Some of the reasons children may be bullied link to the above areas covered by the Equalities Act 2010 and are as follows:

- * Race, religion or culture.
- * Special Education Needs or disability.
- * Appearance or health conditions.
- * Home circumstances and lifestyles including young carers and looked after children.
- * Sexist or sexual bullying.
- * Gender.
- * Sexual orientation / Homophobic Bullying.
- * Transgender status / Transphobic bullying.

The following are examples of bullying behaviours; behaviours that are persistent and repeated over time:

- * Verbal *e.g. name-calling, making offensive and derogatory comments, including taunting.*
- * Physical *e.g. kicking or hitting.*
- * Emotional *e.g. spreading hurtful and untruthful rumours or excluding people from groups.*
- * Cyber *e.g. inappropriate texting/emailing, inappropriate use of MSN e.g. sexting.*
- * Written *e.g. ridicule through drawings and writing e.g. on planners/PC's.*
- * Incitement *e.g. encouraging others to bully.*
- * Extortion *e.g. demands for money or personal property.*
- * Racist *e.g. racial comments or taunts, graffiti or gestures.*
- * Sexual *e.g. unwanted physical contact or sexual abusive comments.*
- * Homophobic *e.g. because of, or focusing on issues of sexuality.*

- * Sexting *e.g. images or videos generated by children under the age of 18 that are of a sexual nature or indecent.*
- * Online/Cyber *e.g. inappropriate texting/emailing.*
- * SEND *e.g. Special Educational Needs and Disability.*
- * Damage to Property *e.g. theft of bags, tearing clothes or ripping books.*

This is by no means a comprehensive list of reasons and behaviours and some may evolve at different times.

Impact of Bullying:

Research confirms the destructive effects of bullying on young people's lives. Some of these effects are:

- * Poor school attendance.
- * Lower academic achievement.
- * Low self-esteem and poor self-worth.
- * Lack of confidence.
- * Anxiety.
- * Loss of identity.
- * Feelings of guilt.
- * Long term mental health difficulties.

Some Signs of Bullying:

- * Reluctance to attend school.
- * Poor school performance.
- * Behaving out of character.
- * Missing or damaged belongings.
- * Self-harm.
- * Increased episodes of illness (real / imaginary).

These signs and behaviours could indicate other problems, but bullying should be considered as a possibility and investigated.

Definitions:

For the purposes of this policy, Bramley Sunnyside Junior School defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of children
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, we define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other children, including, but not limited to, the following:

- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

Staff Induction, Development and Support:

All new staff will be inducted clearly into our behaviour culture to ensure they understand its rules and routines and how best to support all children to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of children in our setting to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding barriers, context and need which may affect a child’s behaviour, e.g. SEND and mental health needs.




Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting child wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

Promoting Good Behaviour:

At Bramley Sunnyside Junior School, praise and rewards have a considerable emphasis and children achieve recognition for making a positive contribution towards school life. The attention of our school should not be limited to those whose academic work is outstanding or to those whose behaviour is consistently challenging. It is expected that good standards of behaviour will be encouraged through the consistent application of our school values supported by a balanced contribution of rewards and consequences within a constructive school ethos. It is important to develop and maintain consistency in the application of our reward system. It is also important that the children themselves become accountable for management of their own behaviour.

Our Aims:

-  To reward desired behaviours through positive acknowledgement.
-  To ensure consistency between staff and children in rewarding behaviour appropriately.
-  To maintain a consistent pattern of rewards, which are known, understood and agreed by all.

Rewards:

Some classes have a Recognition Board, where appropriate to class age and development. Positive reinforcement throughout the school is supported by recognition points and a raffle-ticket reward system in which children are rewarded with points and for consistently adhering to school rules and trying their best. The points are tracked to reward the children as a class – promoting team work where the winning class earns a treat at the end of each term such as a cinema visit. This mirrors our **collaboration** value. We use other various incentives – raffle tickets are handed out in class for the children to then choose prizes if their ticket is chosen at the end of the week, postcards home, praise phone calls, VIP lunches, praising in public, Value Leader certificates/assemblies. The Student Leadership Team have an active role in reviewing the prizes and incentives.

Managing Unacceptable Behaviour:

Bramley Sunnyside Junior School believes that positive reinforcement is the most effective way of encouraging appropriate behaviour. However, there are occasions when it is in the best interest of the child to apply consequences to inappropriate and unacceptable behaviour. Staff will make sure children are aware that their behaviour is unacceptable and that the behaviour is within their control before a consequence is given. This message is regularly reinforced with the children through assemblies, Jigsaw, circle times and PSHE lessons. On occasion, a bespoke plan may be put in place to meet an individual child's needs.

What happens when behaviour is inappropriate?

- * The child is asked to stop misbehaving in a calm, quiet manner. This is a quiet word, which gives children the opportunity to address their behaviour.
- * We ensure that the child understands why their behaviour is unacceptable through a shared dialogue – building and repairing relationships through a restorative approach.
- * We take time to discuss incidents with the children involved and explore alternative strategies.
- * We encourage children to try and resolve disagreements themselves, when appropriate, with adult supervision.
- * We encourage children to take responsibility for their own actions and behaviour, involving our Learning, Support and Inclusion Manager/SEND/CO/inclusion Team, where necessary.
- * Staff will respond firmly but in such a way as to maintain a child's self-esteem.
 - It should be clear from the adult's words and actions that it is the behaviour that is unacceptable, not the child.
- * Parents/carers are included in discussions about inappropriate behaviour:

Strategies which may be used in response to minor infringements or persistent misbehaviour:

- * A non-verbal signal such as a frown or a shake of the head.
- * A private, verbal reminder of the need for acceptable behaviour.
- * Repetition of a task if necessary.
- * Involvement of the Headteacher / Deputy Headteacher or Inclusion Team.
- * Time-out (relevant to the age and behaviour exhibited).
- * Removal from the scene of disruption.
- * Isolation within the classroom.
- * Use of the Sensory or Rainbow Room.
- * Reprimand in private.
- * Removal from the classroom to another supervised area.
- * Withdrawal of a privilege e.g. loss of part of a playtime (sanction).
- * Class teacher/adult responsible to inform and discuss the behaviour with parents/carers.
- * School Report Card.
- * For the duty of care to children and staff, a child may be removed as a last resort to a quiet room using "Team Teach" which are approved escorts and holds – see Team Teach.
- * Last resort – an internal or fixed term exclusion.

NB the last two sanctions will be carried out in accordance with the LA Exclusions Guidance.

Instances of unacceptable behaviour are taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring. The following procedures will be followed:

- * The child is sent to the headteacher immediately or, in the headteacher's absence, the most senior member of staff.
- * The SLT lead will investigate the incident and decide whether it constitutes unacceptable behaviour.
- * If it is deemed that the incident to be unacceptable behaviour, they will record the incident on either Arbor or CPOMS, dependent on the behaviour.
- * Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the child will be removed from the classroom – SLT will determine the period the child will be removed from the classroom, as well as any detention time.

- ✿ The SLT member will inform the child's parents on the same day, where possible, following a decision to remove their child from the classroom, and invite them to discuss the incident.
- ✿ The headteacher will consider whether the child should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension.
- ✿ Although unacceptable behaviour does not necessarily mean a child has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the child's behaviour.
- ✿ Where a child is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget.
- ✿ Where SEND is not identified, but the headteacher determines that support is still required for the child, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

Following further incidents of unacceptable behaviour, the following sanctions are implemented:

SLT or Pastoral Involvement with Incidents:

If a child has an incident recorded three times over a short period of time such as a week or it is targeted towards a peer, parents/carers will be notified so that there is an opportunity for school and home to work together positively.

If behaviour then continues, a meeting will be arranged with SLT or pastoral (dependent on the individual involved) and a report card or intervention put in place. If the child is not successful, an after-school detention will be issued and possible referrals to other agencies put in place.

In the majority of cases the severity of a sanction (break or lunchtime) will be kept to a minimum. The aim of any sanction is to discourage future misbehaviour and to ensure the child has a clear understanding of the hierarchical consequences of any repetitions.

Extra work such as reading, writing or maths should never be imposed as a result of inappropriate behaviour because this promotes a negative image of school work.

Infringements of school or class rules should be dealt with by the adult responsible for the child at that time.

Extremely dangerous or violent behaviour, a physical assault or verbal abuse to any member of staff, child or serious challenges to authority, could result in immediate exclusion.

It is important that we respond to every inappropriate or unacceptable behaviour on an individual basis, knowing the children and their contexts to that we can effectively challenge and educate on a personal level.

Our responsive is not a one-size fits all approach but one that it is rooted in kindness and

For discipline to be lawful, the school will ensure that:

- ✿ The decision to discipline a child is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- ✿ The decision to discipline a child is made on the school premises or whilst the child is under the charge of a member of staff, such as during an educational trip or visit.

- ✿ The decision to discipline a child is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the child's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

Appropriate and Reasonable Adjustments:

Routine will be used to teach and reinforce the expected behaviours of all children. Appropriate and reasonable adjustments to routines for children with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Positive teacher-child relationships are key to combatting unacceptable behaviour. We invest heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their children and create a strong foundation from which behavioural change can take place.

Preventative Measures for Children with SEND

Behaviour will always be considered in relation to a child's SEND. Where a child is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

We aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, considering the specific circumstances and requirements of the child concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a child whose SEND means they find it difficult to sit still for long
- Ensuring a child with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a child with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

De-escalation Strategies:

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a child's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the child and creating an outcome goal.

- Identifying any points of agreement to build a rapport.
- Offering the child a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. “if you don’t return to your seat, I won’t help you with your work” becomes “if you return to your seat, I can help you with your work”.

Physical Intervention:

In line with our Physical Intervention Policy, trained members of staff have the legal right to use reasonable force to prevent children from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the child will be immediately taken to the headteacher and the child’s parent will be contacted – parents may be asked to collect the child and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving children with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Removal from the Classroom:

We may decide to remove children from the classroom for a limited period, at the instruction of a member of staff.

The child will be moved to a room that is:

- ✿ In an appropriate area of the school such as their identified safe space
- ✿ Suitable to learn and refocus e.g. with sensory and therapeutic resources
- ✿ Supervised by trained members of staff

Staff will only remove children from the classroom where absolutely necessary and for the following reasons:

- ✿ To maintain the safety of all children and restore stability following an unreasonably high level of disruption
- ✿ To enable disruptive children to be taken to a place where education can continue in a managed environment

 To allow the child to regain calm in a safe space

We will ensure that children's' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a child spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the child is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the child will decide what the child may and may not do during their time spent removed from the classroom. The headteacher will request that the child's class teachers set them appropriate work to complete.

The headteacher will establish a clear process for the reintegration of a child who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the child return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, child and their parents, and other agencies if relevant, where necessary.

Sexual Abuse and Discrimination:

We prohibit all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Child-on-child Abuse Policy.

We will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Smoking and Controlled Substances:

We will follow the procedures outlined in its Smoke-free Policy and Child Drug and Alcohol Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and children are instructed not to smoke on school grounds. Children are not permitted to bring smoking materials or nicotine products to school.

We have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with children related to controlled substances occur, the school will follow the procedures outlined in the Child Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

Behaviour Outside of school Premises:

Children must agree to represent our school in a positive manner. The guidance laid out in the Child Code of Conduct applies both inside school and out in the wider community, particularly if the child is dressed in school uniform.

Staff can discipline children for misbehaviour outside of the school premises, including conduct online, when the child is:

- ✿ Wearing school uniform.
- ✿ Travelling to or from school.
- ✿ Taking part in any school-related activity.
- ✿ In any way identifiable as being a child at the school.

Staff may also discipline children for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of our school.
- Could pose a threat to another child, a member of staff at our setting, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the child has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of children from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

Data Collection and Behaviour Evaluation:

We will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of child support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, children, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Monitoring and Review:

This policy will be reviewed by the headteacher and mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is July 2023.

The use of “Positive Physical Intervention” to Manage Physically Challenging Behaviour

This policy has been prepared after staff discussions in January 2020 and was then adopted by the Governing Body.

The person responsible for the policy is the head teacher. It will be reviewed annually by the head teacher, Senior Leadership Team and the Governing Body.

The policy is based upon Education and Inspections Act 2006 (part 7), which replaced the earlier guidance including circular 10/98, “The use of Force to Control or Restrain child/young persons” and came into force on 1st April 2007. The policy should be read in conjunction with Rotherham MBC Positive Behaviour Management Policy (January 2009).

The policy has been prepared for the guidance of all teaching and support staff who come into contact with children with in our school to explain Bramley Sunnyside Junior School’s arrangements for care and control.

Section 93 of the Education and Inspection Act 2006 stipulates that reasonable force may be used to prevent a child from doing or continuing to do any of the following:

- ✿ Committing any offence.
- ✿ Causing personal injury to, or damage to the property of, any person (including the child himself).
- ✿ Prejudicing the maintenance of good order and discipline at the school or among any child receiving education at the school, whether during a teaching session or otherwise.

Use of physical interventions is always the last resort and must be taken in the child’s best interest with the regard to the safety of all others and where it is absolutely necessary. Assessing and managing risk is central to the process of deciding whether to use force and ensuring that it is both reasonable and proportional to the circumstances.

Teaching and non-teaching staff should operate within an appropriate “Duty of Care” and follow the guidance within this policy.

Team Teach at “Bramley Sunnyside Junior School”:

Team Teach is a holistic approach that promotes 95% de-escalation and 5% positive restrictive physical techniques that are effective with challenging behaviour. A huge emphasis is placed on preventing and de-escalating situations and behaviours before physical intervention becomes necessary, (the last resort).

However, “Team Teach” does recognise that there will be times when staff are left with no other option than to step in and use positive restrictive physical interventions.

Teaching staff, and some support staff at Bramley Sunnyside Junior School are committed to “Team Teach” and we ensure that they are trained in the intermediate techniques.

Any risk associated with physical intervention is covered in great depth during initial and refresher training. While Team Teach techniques seek to avoid injury to all children, it is possible that bruising or scratching may occur accidentally, these are not to be seen necessarily as a failure of professional technique but a possible side effect of ensuring that all children remain safe.

Positive Handling Plans and Behaviour Management Programmes:

When classroom management is not effective in dealing with incidents of inappropriate behaviour, it may be necessary to write a behaviour management programme and a handling plan.

The class teacher is responsible for writing the plans in consultation with the SENDCo/Inclusion Manager and head teacher. The programmes include behaviour at present, possible triggers, how to manage the environment and clear instructions on how to intervene. The handling plan provides clear guidance on which positive handling technique should be used and which techniques should be avoided.

The class teacher, parent, head teacher and the child will sign the plan and programme. It will be reviewed every term. A copy of each plan is then shared with all staff. Any supply or unfamiliar staff will be given the opportunity to read all plans.

Recording of Incidents of Positive Handling:

When incidents of positive handling occur, it should be recorded in the Red Bound and Numbered Positive Handling Book. See Appendix three for an example of the incident and Positive Handling sheet. Once the incident form is completed it should be signed by the head teacher or a member of the Senior Leadership Team. All documentation should be completed within 24 hours of an incident.

After any crisis, children will be offered a repair and reflection process by the member of staff involved.

Responding to Complaints and Allegations:

Parents/carers and children have a right to complain about actions taken by our staff. This might include the use of force. If a specific allegation of abuse is made against a member of staff then we will follow the guidance set out by Safeguarding Children and Safer Recruitment in Education.

The Senior Leadership Team:

- ✿ Oversee the implementation and review of behaviour programmes, handling plans and risk assessments.
- ✿ Maintain a central record of training, evaluations and incidents.
- ✿ Monitor and evaluate the effectiveness of the behaviour policy.
- ✿ Support staff in responding with behaviour incidents.
- ✿ Monitor, evaluate and report all incidents and positive handling records.

Searching:

From September 2010, the power to search children without their consent has been extended to include, alcohol, illegal drugs and stolen property (prohibited items).

Reasonable force may be used by the searcher where resistance is expected. School staff may judge it more appropriate to call the police.

Our local authority strongly advises we do not search children who resist.

Strategies to Help Children Resolve Conflicts:

We acknowledge that from time to time children will come into conflict with one another and our aim is that they should be encouraged to take responsibility for resolving such problems. This means that adults and our trained Playground Problem Solvers in school will take responsibility for teaching them how to achieve this and by modelling appropriate strategies. Adults will also oversee that children carry them out and reach a positive conclusion. Children will be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing, abuse or sulking.

A suggested strategy for resolving conflict:

- ✿ Others listen without interrupting.
- ✿ They are encouraged to maintain eye contact.
- ✿ Each child has a turn to say:
 1. What the other(s) has/have done to upset them.
 2. How they feel about it.
 3. How they would like them to behave in future.

No-one is allowed to interrupt or argue and the turn taking continues until everyone has finished. The adult's role is that of mediator and facilitator of the discussion. The adult makes sure that turns are taken, that children listen to each other and maintain eye contact with the speaker.

Important Definitions:

- ✿ Seclusion involves forcing a person to remain alone in a room or building by locking them in against their will. Without a court order it would be difficult to justify other than in an extreme emergency.
- ✿ Time out is a planned and written intervention for a child to leave the classroom.
- ✿ Withdrawal allows a child to leave a classroom if they feel they are in crisis.

Bramley Sunnyside Junior School

Anti-Bullying Strategy

Bullying is the repetitive, intentional hurting of one person or group, where the relationship involves an imbalance of power.

The Anti-Bullying Alliance

Bullying behaviour is hurtful acts of unequal power or one-sided incidents.

The bullying behaviour is directed at someone making the 'ring leader/s' feel powerful and the target of the bullying feel powerless.

The Anti-Bullying Alliance

Types of Bullying

- Verbal – name-calling, abusive comments, threatening, insults.
- Physical – using your body to hurt someone: hitting, kicking, pushing, breaking someone's things.
- Indirect – bullying behind someone's back, spreading rumours, eye rolling, embarrassing someone, excluding them.
- Online/Cyber – bullying using technology, comments on social networks, gaming, mobile phones and tablets.

The Anti-Bullying Alliance

Bullying or Friendship Issue?

Repeated, hurtful behaviour
Deliberate
Imbalance of power
No independent effort to resolve the issue

Happens now and again
Accidental
Equal power
You make the effort to resolve the issue

The Anti-Bullying Alliance

Be aware that not all children who are bullied or who are bullying, exhibit warning signs.

Signs a Child may be Experiencing Bullying

- Unexplainable injuries.
- Lost or destroyed clothing, books.

Signs a Child is Bullying Others, They may be Bullying Others if They:

- Get into physical or verbal fights.
- Have friends who bully others.

- Sudden loss of friends or avoidance of social situations.
- Feelings of helplessness or decreased self-esteem.
- Self-destructive behaviours such as running away from home, harming themselves, or talking about suicide.

The Anti-Bullying Alliance

What We will Do as a School:

- * Ensure the whole school community has an understanding of bullying and its consequences.
- * Appoint a **designated member of staff** to support children in a pastoral role: **Mrs Ashton**
- * Appoint an **Anti-bullying Governor: Mr. Woodward**
- * Ensure that there are clear and consistent pathways for reporting incidents of bullying which are known to all members of the school community: **CPOMs**
- * A consistent system for recording incidents of bullying in line with RMBC guidelines: **LA Hate Crime Form**
- * Develop a preventative approach to bullying.
Children will be encouraged to recognise that not only do they have rights; the choices they make bring responsibilities.
- * Review the Anti-bullying Policy annually in consultation with the whole school community.
- * Identify and make safe areas in school where bullying could/has been known to occur.
- * Be aware of factors which may cause some children to be more vulnerable than others.
- * Work in partnership with the police should there be bullying incidents where a crime has been committed.
- * Foster a clear understanding that bullying, in any form, is not acceptable. This can be done by:
 - Regular praise of positive and supportive behaviour by all staff.
 - Work in school which develops empathy and emotional intelligence.
 - Any incidents are treated seriously and dealt with immediately.
 - If a child is found to be the victim of bullying outside school then help and support will be offered and advice given on how to avoid further incidents in future. The victim's and perpetrator parents will be informed.

How We will Work with Victims of Bullying:

- * Ensure that there are clear pathways for reporting bullying.
- * Ensure that victims are listened to.
- * Ensure that strategies are put in place to support individual needs.
- * Ensure victims are consulted and kept involved and informed.

How We will Work with Those Accused of Bullying:

- * Ensure that perpetrators are listened to.
- * Ensure that strategies are put in place to support individual needs.
- * Ensure perpetrators are consulted, and kept involved and informed.
- * Implement appropriate sanctions and learning programmes for example:
 - Education regarding why their behaviour is bullying.
 - Counselling/instruction in alternative ways of behaving.
 - Rewards/positive reinforcement for young people in order to promote change and bring unacceptable behaviour under control.
 - Adult mediation between the perpetrator and the victim (provided this is safe for the victim).
 - Fixed periods of exclusion.
 - Permanent exclusion (in extreme cases which may involve violence).

How We will Work with Bystanders:

- * Ensure that they are listened to.
- * Ensure that strategies are put in place to support individual needs.
- * Implement appropriate learning programmes and awareness raising about the impact of bystanders.

10 Ways to be an Upstander:

1. Help others who are being bullied by being friendly towards them, even if this person is not your friend. Go over to them. Help them talk to an adult about any bullying that has occurred.
2. Stop untrue or harmful messages from spreading if someone tells you a rumour that you know is untrue or sends you a message that is hurtful to someone else, stand up and let the person know this is wrong.
3. Get friends involved. Let people know that you are an *upstander* and encourage them to be one too.
4. Build relationships outside of your circle. Include someone who is alone. Show support for a person who is upset at school by asking them what is wrong or taking them to an adult who can help.
5. Be aware of the Anti-bullying Policy at your school and keep it in mind when you witness bullying.
6. Reach out to new people at your school. Try to introduce them around and help them feel comfortable.

7. Refuse to be a *'passive bystander'* by being an *'active bystander'*. If you see friends or classmates laughing along with the bully you tell them that they are contributing to the problem. Let them know that by laughing they are also bullying the victim.
8. Respect others' differences and help others to respect differences. It's natural for people to be different – that is what makes all of us unique.
9. Consider developing anti-bullying initiatives with staff support. Discuss the 'hot spots' where bullying most likely occurs (e.g. the toilets, an unmonitored hallway) and what can be done on a school level to make sure everyone is safe and supported.
10. Educate yourself and your community about bullying by ensuring there is a Children and Young Person friendly and adult friendly policy in your school.

Strategies We may use Include for a Preventative Approach:

- ✿ Circle Time.
- ✿ Assemblies.
- ✿ Learning, Support and Inclusion Mentor / Inclusion Specialist.
- ✿ Circle of Friends.
- ✿ Support from external agencies, e.g. Rotherham Mind, MAST, Anti-Bullying Partnership, Aspire etc.,
- ✿ Sharing good practice with other schools.
- ✿ Participation in Anti-Bullying Week, Banter verses Bullying, Show Racism the Red Card and topical incidents.
- ✿ Problem Solvers.
- ✿ Teaching through National Curriculum – universal prevention approach.

How We will Educate the School Community:

- ✿ Emphasise through all aspects of the curriculum that bullying will not be tolerated.
- ✿ Ensure that the Anti-Bullying Link person in school (**Mrs Ashton**) and governor (**Mr. Woodward**) attend appropriate training and development.
- ✿ Provide training opportunities for the whole school staff body.
- ✿ Ensure that children learn to recognise, respect and value the differences between groups of people within the school community (Social, Moral, Spiritual and Cultural education via the curriculum).

How will We Work with Parents/Carers:

By ensuring that:

- ✿ There are clear pathways for parents/carers to report incidents of bullying, including who to actually report the concern to.
- ✿ Every opportunity is given to parents/carers to share their concerns.

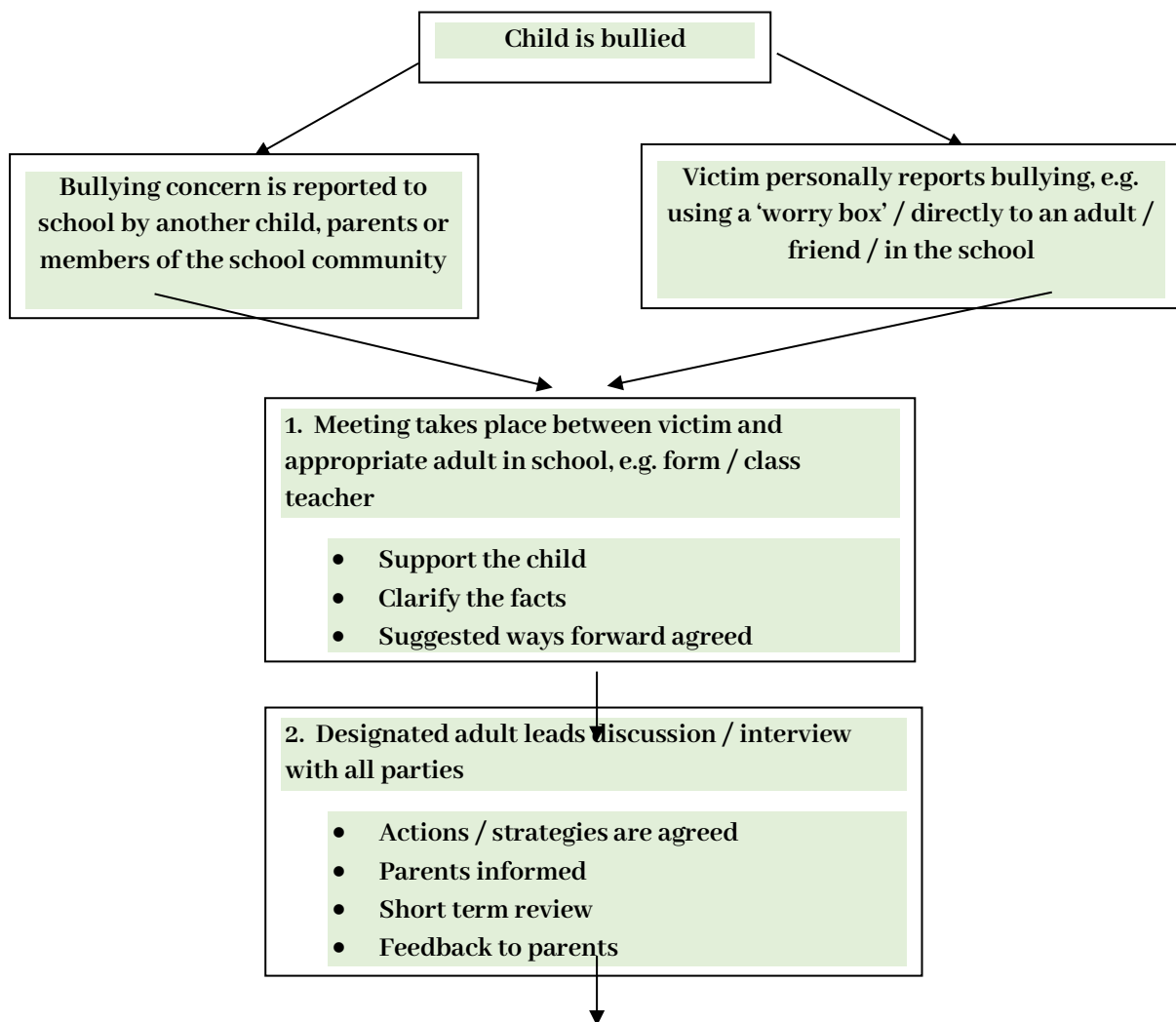
Where a parent/carer is dissatisfied with the schools handling of a situation then the head teacher will seek to resolve the situation informally. In the event of a formal complaint then the school's agreed complaints procedure will be invoked (see appendix 2 Recommended Procedures in School for Reporting Bullying).

Useful sources of Information

- ✿ Mermaidsuk.org.uk – family and individual support for teenagers and children with gender identity issues. www.mermaidsuk.org.uk
- ✿ Cyberbullying.org - one of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyberbullying. A Canadian based site www.cyberbullying.org
- ✿ Think U Know - the Child Exploitation and Online Protection Centre (CEOP), has produced a set of resources around internet safety for secondary schools www.thinkuknow.co.uk
- ✿ Know IT All for Parents – a range of resources for primary and secondary schools by Childnet International. Has a sample family agreement www.childnet-int.org/kia/parents

Appendix 2.

Recommended Procedures in School for Reporting Bullying: Pathways of Help



3. Agreed actions / strategies delivered by 'trained' school staff or approved external agency, e.g.

- Restorative Justice
- Mediation / counselling
- Anger management training and self help
- Peer Mentor / buddy Support
- External Agencies – Connexions
- Circle of friends

Incident resolved / bullying stops OR Step 4

Not Resolved

4. If issue unable to be resolved internally by school:

- Headteacher and Chair of Governors inform / seek advice from LA Anti-Bullying Development Officer
- Parents should, if requested be given a copy of the schools' complaint procedure

Pathways of Help – P

Step 1
Parent/carer contacts school to report bullying allegation.

Step 2
Parent/carer arrange a meeting with appropriate staff member.
Discussion on the facts/suggested ways forward/short review time.

Step 3
Review meeting/phone conversation/email.

Step 4a
If issue is resolved; continue to all parties e.g. via discussion/interview with all parties.

Will use: suggested and agreed actions/strategies.

Step 4b
If issue remains unresolved; Parent/Carer contact Headteacher/ Chair of Governors.

Discussion/Interview with all parties.

If continues to be unresolved:

Support Agencies We May Consult:

Rotherham School Improvement Service healthyschools@rotherham.gov.uk call: 01709 334005

Ann Foxley-Johnson: The Anti-Bullying Company theantibullyingco@gmail.com

Rotherham Educational Psychology Service – your school Educational Psychologist or:
l.morris@rotherham.gov.uk

Rotherham LGBT Youth Group: Rotherham LGBT Youth Group is safe, secure and confidential place for LGB&T young people ages 13 to 19 to meet. Contact Kerry Byrne Email: Kerry.bryne@rotherham.gov.uk Call/Text: 07748 143280

Rotherham MIND; Rotherham & Barnsley Mind is committed to promoting good mental health and emotional well-being by providing high quality support in a variety of settings.
<http://www.rbmind.co.uk/> Call: 01709 554755

Safe Havens - a young person's mental health and emotional well-being support service, which is available to young people, aged 11-16 at some Rotherham Secondary Schools and Young People's Centres.

External Agencies:

Anti-bullying Alliance: the alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations who can help with bullying issues. www.anti-bullyingalliance.org.uk

Kidscape: They equip young people, parents and professionals with the skills to tackle bullying and safeguarding issues across the UK. www.kidscape.org.uk Call:02077303300

ChildLine: advice and stories from children who have survived bullying Call: 08000 1111
www.childline.org.uk

Bullying on line: www.bullying.co.uk

The Diana Award: The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors. <http://www.antibullyingpro.com/>

The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for Schools to tackle bullying effectively. <http://www.bullyinginterventiongroup.co.uk/>

DITCH THE LABEL: One of the UK's largest and most ambitious anti-bullying charities. They provide support to thousands of young people ages 13-25 through their work and partnership with schools, colleges, parents/guardians, young people and other youth organisations.
<http://www.ditchthelabel.org/>

Online Bullying:

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers. www.thinkyouknow.co.uk

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves <http://www.childnet.com/>

Digizen: provides online safety information for educators, parents, carers and young people.

Advice of Child Internet Safety 1.0: The UK Council for Child Internet Safety (UKCCIS) has produced universal guidelines for providers on keeping children safe online.

Cyberbullying.org – one of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyberbullying. A Canadian based site
www.cyberbullying.org

Chatdanger – a website that informs about the potential dangers online (including bullying), and advice on how to stay safe while chatting www.chatdanger.com

Know IT All for Parents – a range of resources for primary and secondary schools by Childnet International has a sample family agreement www.childnet-int.org/kia/parents

Sexting: “Cyberbullying” A qualitative study of children, young people and ‘sexting’. A report prepared for the NSPCC 2012 <http://www.nspcc.org.uk/globalassets/documents/research-reports/qualitative-study-children-young-people-sexting-report.pdf>

Lesbian, Gay, Bisexual, Transgender and Questioning:

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education. www.schools-out.org.uk

Stonewall: An LGBT equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers. <http://www.stonewall.org.uk/about-us>

EACH: (Educational Action Challenging Homophobia): provides a national freephone

Action line for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyber homophobia. <http://www.each.education/>

Mermaidsuk.org.uk – family and individual support for teenagers and children with gender identity issues. www.mermaidsuk.org.uk

SEND:

Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying. <http://www.anti-bullyingalliance.org.uk/send-programme>

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people. www.mencap.org.uk

Changing Faces: Provide online resources and training to schools on bullying because of physical difference. <https://www.changingfaces.org.uk/>

Racism:

Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism. <http://www.theredcard.org/>

Kick it Out: Uses the appeal of football to educate young people about racism and provide education packs for schools. www.kickitout.org

**Anne Frank Trust: Runs a school's project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.
www.annefrank.org.uk**

Parents/Carers:

Parentline Plus – advice and links for parents www.parentlineplus.org.uk Call: 08088002222

Parents Against Bullying Call: 01928 576152

Appendix 3:

RISK ASSESSMENT AND SIGNIFICANT INCIDENT / RESTRAINT / RESTRICTION RECORD
 For Additional Details Refer To Supporting Documentation

Name of the child or young person concerned: _____ Age: _____

Name of the person using the measure: _____

Names of any other people present: _____

Name of person completing this record: _____

Date: _____ Time: _____ Location: _____

Details of the behaviour leading to the use of the measure (what the child or young person was doing or saying):

Details of any methods used to avoid the need to use that measure (what you did - what you said - what you tried):

- Humour Verbal advice and support Firm clear directions Negotiation Limited Choices Distraction Diversion
 Reassurance Planned Ignoring Contingent Touch Calm talking Calm Stance Patience Withdrawal Offered Withdrawal Directed Swap Adult Reminders about Consequences Success Reminders

Why Was The Measure Necessary? - (describe your dynamic risk assessment and why you honestly believed that the measure you chose was in the best interests of the child or young person)

- Risk to Self Risk to Others Risk to Safe Physical Environment Risk to Safe Psychological Environment Prevention of Psychological Distress Prevention of Physical Harm Prevention of Criminal offence Temporary Loss of Competence or Capacity

A description of the measure used (what you did and what you said):

The effectiveness of the measure:

Duration of any measure of physical restraint or restriction in minutes and any time intervals between provision of active support:

Any consequences of the use of the measure:

A description of any injury to the child concerned or any other person:

A description of any medical treatment offered or administered:

External Agencies Informed and supporting records:

- Medical Referral _____ (Date and/or log number)
 Social Worker _____ (Date and/or log number)
 Health & Safety Report (RIDDOR) _____ (Date and/or log number)
 LADO _____ (Date and/or log number)
 Safer Schools Partnership Support Officer _____ (Date and/or log number)
 Placing Authority _____ (Date and/or log number)
 Responsible Parent _____ (Date and/or log number)

Confirmation that the person authorised to make the official record has spoken to the child or young person concerned and the person using the measure about the use of the measure and the feelings of both of them.

Views of the young person and any additional comments:

Name and signature of the person authorised to make this record: _____

Name, signature and designation of person monitoring the records: _____ Date Checked: _____

Last Resort Example:

