



Policy for BEHAVIOUR

January 2018



AIMS OF THE SCHOOL

1. All school staff, governors and parents work in partnership for the benefit of all pupils.
2. Teachers and support staff enable all pupils to achieve their full potential as independent life-long learners.
3. Our broad, balanced and enriched curriculum promotes challenge, enabling all pupils to make a positive contribution towards their own achievement.
4. We foster strong links with the community and encourage children to be responsible citizens, who are respectful and tolerant.
5. We encourage initiative within a happy, healthy and safe environment where all achievement is valued and celebrated.

Policy Aims:

- promote a relaxed, pleasant, well-ordered and safe environment, in which pupils are able to give of their best in all things;
- promote self-discipline and personal responsibility;
- discourage the negative in all things, and encourage the positive, thereby raising self-esteem;
- ensure consistency of approach in matters relating to behaviour and discipline, especially the application of rewards and sanctions;
- ensure that pupils understand the reasons for rules and sometimes play an important role in their formulation and implementation;
- promote a community atmosphere in which verbal, emotional or physical bullying by one person/persons to another/others is unacceptable, and to establish procedures by which such behaviour is reported and dealt with;
- use the partnership between school and parents to support procedures relating to pupils' behaviour and discipline;
- ensure all staff in the school community help to establish an environment in which good staff/pupil relationships can develop, by understanding how they can influence behaviour through their attitude, character, example and teaching skills.

Introduction:

At Dorridge Primary School we are committed to enabling all children to access education successfully. This is an inclusive process; part of this commitment is concerned with establishing a high standard of behaviour throughout the school. The way in which pupils and adults behave has a profound effect on all the work that is undertaken. Therefore a well thought out approach to this aspect contributes directly to both the social and learning aspects of our school.

We aim to create an atmosphere where children are able to develop a moral awareness and are sensitive to the needs of others and one in which they will show respect and consideration for other people and property.

We recognise that high standards are best promoted when everyone (staff, parents and children) has a shared understanding of what is acceptable and unacceptable behaviour. By promoting good behaviour we can build individual and collective esteem and encourage good personal relationships.

The new Ofsted Framework recognises the importance of personal development, behaviour and welfare as being fundamental to a child's success in education and includes this as one of the fundamental Grade Descriptors when judging a school's effectiveness.

Outstanding behaviour should be a consistent expectation across the school at any time of the school day and will be rewarded and celebrated in a variety of ways. Behaviour outside of lessons should be as good as it is in lessons.

All staff (teachers, TLSAs, lunchtime staff, support staff and SMT) should have equal and shared responsibility for this, supporting each other. Children need to be fully aware of our high expectations and adults in school work together to ensure this happens.

Any inappropriate and poor behaviour should be challenged, recorded; actions noted and followed up with parents if necessary.

Related policies include, Anti-bullying, PSHE and Citizenship, Equal Opportunities and Home-School Partnership Agreement.

School Rules

Each class designs their own version of the School Rules using the following guidelines and these are displayed in the classroom and around the school.

- Being kind and helpful
- Not hurting others
- Caring for school, equipment and belongings
- Listening to adults
- Following instructions
- Walking quietly around school
- Doing your best

- Taking pride in good behaviour

Dorridge Decorum

A short series of rules to remind children to use good manners at all times is discussed at the start of year assembly:

- We line up without talking
- We walk into school without talking
- We move around school quietly
- We make way for adults and hold the doors
- We follow the Golden Rules

Golden Rules

- We are gentle. We don't hurt others
- We are kind and helpful. We don't hurt anybody's feelings
- We listen. We don't interrupt.
- We are honest. We don't cover up the truth.
- We work hard. We don't waste our or others time.
- We look after property. We don't waste or damage things.

Rewards

Children are rewarded in a variety of ways.

- **Class Dojo points** are awarded for good effort, attitude and behaviour, linked to the school values, Dorridge Decorum and the Golden Rules. Class Dojo points can be awarded by any adult in the school and recorded on the Class Dojo app online, this is available on teachers laptops. Children receive a weekly reward when they have accrued the highest number of Class Dojo points. These are completed by class teachers and given out during class time.
- **House System.** On entry to school, every child is placed in a team or 'house'. Each house is named after a local castle: Warwick, Ludlow, Tamworth and Kenilworth, the House shields are displayed in the Key Stage One and Key Stage 2 hall. House tokens are awarded for achievement in lessons or books. The amount is indicated alongside the work according these parameters: 3 ht = outstanding work, 2 ht = very good work and 1 ht = good work. In addition, children take part in inter-house competitions throughout the year, earning additional tokens for their team along the way. Children then collect this number of house tokens to add to their house token collection jars in class. The totals are collected on a Friday by Year 6 monitors. The scores are handed to the House Captains in preparation for Celebration assemblies.
- **Endeavour Award.** Each week a child from each class is nominated by their teacher to receive the Endeavour award for the class and this is announced during

the Celebration assembly on Monday at Key Stage 2 and Friday at EYFS and Key Stage 1.

- **Praise cards** in the form of postcards are sent to the parents of children who have done something special or kind, these are sent by the Head Teacher or Deputy Head Teacher's. Each class teacher should nominate 2 or 3 children each half term. A record is kept in the Head Teacher's office of those children in receipt of the postcards
- Class teachers use a range of other motivational reward systems within school, which are chosen at the discretion of the Year Group to ensure consistency of approach. On occasion sweets may be given as rewards, the frequency of this is carefully monitored by the class teacher. Specific reward systems set up for individual children after consultation with the SENCO or Assistant SENCO.

Endeavour

In addition to Class Dojo points, one pupil (or occasionally two) from each class is nominated by their teachers to be congratulated for special efforts or achievements during the week. These children are presented with a certificate during a weekly Celebration Assembly. These special efforts may be connected to good behaviour or learning. A whole class may also be nominated; traditionally this has occurred following a trip or visit.

Praise Cards

Praise Cards are awarded to children who deserve special praise for things such as consistent effort; positive attitude or for achieving something over a period of time. They are handwritten by the teacher and sent directly to the child's home. A log is kept centrally to monitor those who are in receipt.

Other Rewards

On occasions pupils may be sent to the Head Teacher for personal congratulations if behaviour or attitude has been particularly noteworthy. A note in the Home School Organiser may also be appropriate.

All staff can award Class Dojo points but only teachers and TLSAs can award House tokens. All staff commend children verbally thereby raising the profile and value of good behaviour as well as enhancing self-esteem.

Outstanding work is celebrated on the 'Outstanding Work This Term' boards in each Key Stage.

Sanctions

Good behaviour will always be highlighted, but conversely, unacceptable behaviour has to be dealt with promptly and effectively. This policy sets out clear arrangements to support staff in dealing with behaviour issues. Speaking with the child is the first course of action. A verbal warning may be all that is needed. Encouraging children to

think about the consequences of rule breaking should always be promoted through discussion.

Staged sanctions during lessons

Classroom incidents of poor behaviour should be dealt, in order to minimise disruption to lessons, with by the staged sanctions procedure as follows:

Stage	Behaviour	Sanction
1	If the child chooses to behave in an unacceptable way :	Verbal warning
2	If the child chooses to behave inappropriately after having been spoken to (i.e. refuses, argues back or displays poor behaviour again that day)	2 minutes 'time-out' inside the classroom in a quiet area away from other children
3	If the child continues to choose to behave inappropriately (i.e. refuses, argues back or displays poor behaviour again that day)	5 minutes 'time-out' (as above)
4	If the child still continues to choose to behave inappropriately (i.e. refuses, argues back or displays poor behaviour again that day)	10 minutes with a member of SMT / LMT (Head Teacher / Deputy Head Teacher or Year Leader) and a letter will be sent home
5	If the child still continues to choose to behave inappropriately (i.e. refuses, argues back or displays poor behaviour again that day)	Rest of the day suspension within school in a partner class. The class teacher sends the child to the partner class with work to be completed. Parents will be notified and invited in for discussion with the class teacher and a member of SMT. After 4 letters, a day suspension will be given. This will escalate to 2 day suspension, 3 day and a full week if letters continue to build.
Any class time missed will be made up at playtime.		
The teacher or appropriate adult will use their professional judgement and reserves the right to 'jump' between stages if the behaviour demonstrated by the child warrants it (i.e. behaviour causes, or has the potential to cause, physical harm to self, others or property).		

Behaviour Log outside of lessons

Each class will have a fold-over clipboard in which there will be Behaviour Log sheets (Appendix 1). Any poor behaviour outside of lesson time will be noted on the sheet. If an incident is of a racist, sexist or homophobic nature an Equality Incident form should be completed.

Each class will appoint a responsible child to be the monitor who will take the clipboard to and from the playground at break time and lunchtime.

On the playground the clipboards will be kept in a central place (EYFS in classrooms, First Aid area KS1, Deputy Head Teachers office KS2) and Lunchtime Supervisors will record any incidents on the sheet for the relevant class.

The clipboard is taken back to class by the monitor.

In Key Stage 2 at lunchtime children may be issued with a yellow card which the child takes to the class teacher to explain their behaviour and appropriate sanction given.

One incident of poor behaviour will be dealt with by the teacher (unless it is deemed too serious). If the child behaves poorly again, this will be reported to SMT and a third occasion will result in a letter home.

Class monitors will take the clipboards to the Deputy Head Teachers KS1 and KS2 on Friday afternoon and incidents of poor behaviour are recorded on a Behaviour Log whole school spreadsheet, enabling behaviour to be carefully monitored. Analysis can be made of any issues and individuals or groups of children can be supported to improve behaviour outside of lessons.

Bullying and Inequality Log

Bullying of any form is not tolerated and the school has a clear policy and procedure to ensure each incident is dealt with effectively. This is outlined separately in the Anti-bullying Policy.

Any incident of bullying is recorded on an Inequality Form and logged in the Inequality Log Book. (Appendix 2)

Individual Behaviour Plan

An IBP (Appendix 3) is created for children who consistently pass through the sanctions aforementioned. The class teacher, SENCO, parents and child work together to devise small targets designed to help the child improve their behaviour. The IBP's are reviewed half termly and new targets developed.

Guidance for the Safe Handling of Children

Using Reasonable Force

At Dorridge Primary School, all staff have a legal power to use reasonable force to control or restrain children, we adopt the Team Teach approach, see Use of Reasonable Force policy. 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. Restraint means to hold back physically or to bring a pupil under control. It should only be used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. 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.

We would expect staff to 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.

Any member of staff who has used reasonable force must inform the Head Teacher or Deputy Head Teacher as soon as possible and record the incident in the central log located in the Head's office. The Head Teacher will then inform parents of the use of force and the full extent of the situation.

Physical Contact

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.

At Dorridge Primary School, we believe that touching a pupil might be proper or necessary when:

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

Complaints Procedure

(i) All complaints about the use of force should be thoroughly, speedily and appropriately investigated.

(ii) 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.

(iii) 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.

(iv) 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 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.

(v) 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.

(vi) 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.

(vii) 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.

(viii) 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.

Monitoring and Evaluation

Monitoring and evaluating is an ongoing process and a range of strategies are used to monitor the effectiveness of policy and practice.

- Staff meetings to discuss procedures, share concerns and to update staff on relevant initiatives.
- School Self Evaluation allows scrutiny of procedures through learning walks, lesson observation and pupil discussion.
- LA School Improvement Advisor visits to discuss and challenge standards of behaviour in school

Any amendments will be made or actions taken where necessary.

Outcomes from whole staff discussions, year group discussions and the on-going observations are reported termly in the Head Teachers report to the governing body. These outcomes are used to determine the priorities for development.

Links with other agencies

The school has excellent links with the Solihull SEMH (Social, Emotional & Mental Health) team, who support us regularly in helping pupils with behaviour needs. They provide advice about particular pupils and training for staff according to identified needs.

Early Help

1. Early help is a way of supporting children, young people and their families to avoid problems, or to deal with them before they get worse. In the context of this policy, early help to support children and young people with behaviour concerns will take on a range of forms. Everyone has a role to play in providing early help. Solihull LSCB thresholds document defines early help at level 1 (universal services), level 2 (with one other agency) and at level 3 (multi-agency). Early help pathways for challenging behaviour, gangs and knife crime, drugs and alcohol , anti-bullying including cyber-bullying and teenage relationship abuse are provided in the [APPENDICES C, D, E, F, G and H](#). Further pathways can be found in the designated safeguarding lead handbook www.solgrid.org.uk/safeguarding . APPENDIX B provides a template to support leaders in ensuring oversight of early help and the threshold of need using the Solihull LSCB multi agency thresholds document www.solgrid.org.uk/wp.../Solihull-LSCB-Thresholds-guidance-September-2016

Engage

Solihull's Engage Service provides integrated support to children, young people and their families. The service is there to offer practical advice, support and direct case work to prevent issues escalating and requiring statutory intervention. This service brings together direct work, community provision and community capacity building across five collaboratives in a needs-led, flexible and coordinated approach. The model has been developed to ensure long term sustainability and community empowerment, with an aim for families to be helped at the earliest point, improving children and young people's life chances and reducing demand for crisis services. <http://socialsolihull.org.uk/earlyhelp/>

Youth Offending and Prevention Service

Solihull's Youth Offending and Prevention Service (YOPS) provide a service to young people at risk of offending and for young people who have offended and are in receipt of an order.

The service offers preventative support as part of their early help offer. The service provides support to young people at risk of offending through one to one work and or group work that includes:

- Crime prevention programme

- The criminal justice process
- Weapons and knife crime programme (in conjunction with the police)
- Police Powers – Stop and Search (in conjunction with the police)
- Hate Crimes
- Consequential thinking
- Driving Offences

Referrals for one to one preventative support can be made by any person in any agency, including parents, carers and young people. Criminogenic factors must be apparent when requesting support and consent must be gained prior to making a request. If there are no criminogenic factors present then support can still be accessed via the Engage team. The referral criteria for support is as follows:

Young people between the ages of 8 and 17

who

- are already offending but who have not been arrested or charged

or

- are engaging in anti-social behaviour

and

- known to one or more agencies

and

are exposed to four or more of the following risk factors:

- living in a deprived household
- inconsistent parental supervision
- parents/carers failed to show care
- difficulties with educational provision
- not using leisure time constructively
- associating with pro-criminal peers
- engaged in reckless activities
- impulsive
- easily bored
- lacks understanding of the consequences of own actions

Parent/carers or agencies are required to complete the YOPS referral form ([APPENDIX I](#)).

The referral form will then need to be sent to SolihullYOS@solihull.gcsx.gov.uk.

Upon receipt the referral will be screened for suitability and the referrer will be contacted within 5 working days to inform them of the outcome of the referral. Prior to the case being accepted it may be necessary for further checks to be undertaken, in which case the referrer will be contacted.

Police School Liaison Officers (SLO)

All schools should know their local police team and will have a local police officers allocated to them. Paying consideration to the fact that children and young people in need of early help often have direct or family contact with the police, school staff may wish to consider information sharing with their local School Liaison Officer (SLO) in order to support any referral into services or support the school in managing behaviour. If schools are not aware of who their local officer is they may contact the Solihull Police Partnership Team for contact details on partnerships@west-midlands.pnn.police.uk

Hate Crime

Hate crime is defined as any criminal offence which is perceived, by the victim or any other person, to be motivated by a hostility or prejudice based on a personal characteristic.

If the action is possibly not a criminal offence, but otherwise meets the hate crime definition, it is referred to as a 'hate incident'.

Traditionally the focus has been on race motivated hate crime but over recent years has broadened to include:

- disability
- sexual orientation
- faith
- gender identity
- age

Guidance to support the delivery of the personal, social, health and economic curriculum in educating against hate can be found at <http://educateagainsthate.com/>

Although the reporting of a crime must occur via the above, schools should consider informing their local School Liaison officer should support need to be offered to victims, staff or the school.

If victims of a hate crime do not feel able to report to the police they should be encouraged to report the crime anonymously through the True Vision website here <http://report-it.org.uk/home>

Restorative Practices

Restorative practice is an approach commonly used within criminal justice system, known as restorative justice, to repair the harm caused between an offender and victim that empowers the victim to have a voice. The approach enables victims to highlight the harm caused by the perpetrator and discuss with them the impact the harm has had on them and their nearest. A restorative approach creates an ethos of respect and accountability and is based on the belief that the people directly involved in the problem are best placed to resolve it and more importantly, that imposed solutions are less effective than those agreed by the parties involved. This discussion can be facilitated through a

range of methods including, through correspondence such as letters or emails, shuttle mediation and/or face to face mediation, to name a few.

In schools, restorative approaches can be used as a tool to manage conflict resolution that can be as simple as a restorative conversation or discussion, an adaptation of circle time or problem solving groups as well as the more formal restorative conferences, family group conferencing and mediation that we often hear more about.

The [Restorative Justice Council](#) sites many advantages of schools implementing restorative practices including increase in attendance, reduction bullying, reduced exclusions and increased achievement, in addition to reduction in incidents of anti-social behaviour. This is supported by the findings from the Youth Justice Board funded restorative Justice in Schools projects which noted improvements in students' attitudes in schools as measured by self report survey in nine YOT areas in England and Wales. School staff also believed restorative justice helped improve the school.

To ensure the success of implementing restorative practices in schools the school must ensure they adopt a whole school approach where by the entire school accepts and supports the principles of restorative practice. This means that teachers, governors, staff and pupils all take part and work to provide teacher and pupil satisfaction, improved communication and co-operation and often increased academic progress.

Restorative approaches and practices in schools generally comprise of:

- Regular class and staff circles for community building and problem solving
- Whole school conflict resolution programmes
- Peer mediation for pupils and teachers
- Restorative language used by all adults
- Restorative meetings (mediation and conferencing) to resolve challenging issues

If you wish to seek advice and support on how your school can become a Restorative school you can contact *Police Inspector Allan Green* on a.j.green@west-midlands.pnn.police.uk or 101 Ext. 892 6046. Secondary Schools can also access information through Police and School Panels.

All police School Liaison Officers (SLO) are trained to conduct restorative conferences. If a school is conducting a conference which involves criminality or persistent anti-social behaviour the school should consider informing their SLO who may be able to assist.

Pupils' conduct outside the school gates – teachers' powers

What the law allows:

Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable”⁷ – Section 90 of the Education and Inspections Act 2006. – see paragraph 9

Maintained schools and academies' behaviour policies should set out what the school will do in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

Any criminal behaviour should be reported to the police.

Subject to the behaviour policy, teachers may discipline pupils for:

- misbehaviour when the pupil is:
 - taking part in any school-organised or school-related activity; or
 - travelling to or from school; or
 - wearing school uniform; or
 - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Confiscation of inappropriate items

Detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in “Screening, Searching and Confiscation – advice for head teacher, staff and governing bodies” <https://www.gov.uk/government/publications/searching-screening-and-confiscation>.

⁸ Section 94 of the Education and Inspections Act 2006

⁹ Section 550ZA(3) of the Education Act 1996

What the law allows:

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

(1) The **general power to discipline** (as outlined in key points on page 4 of this document) enables a member of staff to confiscate, retain or dispose of a pupil’s property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of any confiscated items provided they have acted lawfully ⁸. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and

(2) **Power to search without consent** for “prohibited items” ⁹ including:

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

The legislation sets out what must be done with prohibited items found as a result of a search.

Weapons and knives and extreme child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

School staff should be aware that viewing and forwarding pornographic material of any child under 18 years constitutes an offence. If there is a suggestion that images of a child exist on a device, the device should be seized by school staff, securely stored and **the incident and presence of the images should be reported to the police immediately on 101.** Staff should not tamper in any way with the device, including turning it on or off.

Leadership and Management of Behaviour in Education

Effective leadership and management of behaviour is crucial in securing an orderly and well-behaved school. Leaders need to ensure:

- there are clear systems in place which are rigorously adhered to and consistently applied.
- all staff are fully briefed on the behaviour policy and what it means in practice.
- staff know who to go to if they need support, and how to escalate a behaviour concern within the organisation if it is not being addressed.
- all pupils and their parents need to know about the behaviour policy, particularly rewards and sanctions, including exclusion.
- clear oversight of all behaviour incidents, through effective analysis and evaluation, monitoring of systems and processes; all part of school self- evaluation processes, and reported to governors
- work closely with the designated safeguarding lead, the special educational needs lead and the attendance lead as required to ensure a whole child overview is maintained, and consistency in support and planning
- liaise with other agencies including mental health, youth inclusion support service, as required
- early help is provided to support pupils with behaviour difficulties, and that there is clear oversight of this work, within the Solihull multi-agency threshold criteria, so that there is no drift and delay, and interventions are timely and effective
- the police are contacted in the event of a crime being committed, including serious violent incidents
- appropriate risk assessments are put in place following any violent incident to ensure the safety and well-being of staff and pupils

We also need to be mindful of the need to protect the well-being of teachers and non-teaching staff, and provide support, advice and guidance to them when they are involved in a behaviour incident which they find stressful, upsetting, or have been injured. By ensuring clear management oversight of work by senior leaders, we will ensure staff appropriate support in relation to their work.

We will further support staff as necessary, by providing an opportunity to talk through their anxieties with their line manager or other appropriate member of staff, and to seek further support as appropriate. This could include:

- Work related stress risk assessment undertaken by the line manager. The Solihull MBC health and safety team can support in the creation of a work related stress risk assessment.
- Access to the Employee Assistance Programme - CIC 0800 085 1376, assist@cic-eap.co.uk, well-online.co.uk - username: sbclogin Password: wellbeing
- Referral to Occupational Health for one-to-one counselling.

In the event of a violent incident the violence and aggression at work policy <http://intranet/Coledocs/Healthandsafety/PoliciesGuidance.aspx> and risk assessment should be followed.

Associated Resources

1. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
2. <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
3. <https://www.gov.uk/government/publications/school-exclusion>
4. <https://www.gov.uk/government/publications/keeping-children-safe-in-education-2>
5. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
6. The Government's former expert adviser on behaviour, Charlie Taylor, has produced a checklist on the basics of classroom management. Teachers can use it to develop between five and ten essential actions to encourage good behaviour in pupils. <https://www.gov.uk/government/publications/good-behaviour-in-schools-checklist-for-teachers>
7. An Independent Review of Behaviour in Schools by the DfE's behaviour 'expert', Tom Bennett
[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom Bennett Independent Review of Behaviour in Schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf)
8. DfE report about behaviour management case studies in outstanding schools
<https://www.gov.uk/government/publications/school-behaviour-management-case-studies-report>

Legislative links

- Education Act 1996
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- School Information (England) Regulations 2008
- Equality Act 2010
- The Education (Independent School Standards) (Amended) (England) Regulations 2014
- Education Act 2011
- Schools (Specification and Disposal of Articles) Regulations 2012
- The School Behaviour (Determination and Publicising of Measures in Academies) Regulations

Challenging Behaviour

Challenging behaviour is defined as:

“Behaviour of such intensity, frequency or duration that the physical safety of the person or others is placed in serious jeopardy or behaviour which is likely to seriously limit or deny access to the use of community facilities” (Emerson, 1987).

In the first instance, schools should be guided by their behaviour policy which should be in line with the DfE document Behaviour and Discipline in Schools <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

Safer Working Practices, 2015 (Safer Recruitment Consortium) identifies the following advice:

- Where a pupil has specific needs in respect of particularly challenging behaviour, a positive handling plan, including assessment of risk, should be drawn up and agreed by all parties, including, for example, a medical officer where appropriate.
- Senior managers should ensure that the establishment’s behaviour policy includes clear guidance about the use of isolation and seclusion. The legislation on these strategies is complex and staff should take extreme care to avoid any practice that could be viewed as unlawful, a breach of the pupil’s human rights and/or false imprisonment.
- Where the school or setting judges that a child’s behaviour presents a serious risk to themselves or others, they must always put in place a robust risk assessment which is reviewed regularly and, where relevant, a physical intervention plan.
- In all cases where physical intervention has taken place, it would be good practice to record the incident and subsequent actions and report these to a manager and the child’s parents.
- Where it can be anticipated that physical intervention is likely to be required, a plan should be put in place which the pupil and parents/carers are aware of and have agreed to. Parental consent does not permit settings to use unlawful physical intervention or deprive a pupil of their liberty.

The following publications may also provide useful information:

- Local offer SEMH team <http://socialsolihull.org.uk/localoffer/education-health-and-care-assessments-process-and-plans/the-threshold-levels-for-ehc-assessment/levels-of-support-and-intervention-social-emotional-and-mental-health-difficulties/>
- Schools may wish to consider staff undertaking Team-Teach training. Team-Teach promotes the use of de-escalation strategies and the reduction of risk and restraint, to support teaching, learning and caring, by increasing staff confidence and competence, in responding to behaviours that challenge, whilst promoting and protecting positive relationships.
<http://www.team-teach.co.uk/>
- DfE Use of Reasonable Force
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf
- DfE nurture groups:
<https://www.gov.uk/government/publications/supporting-children-with-challenging-behaviour>
- Salford Local Safeguarding Children Board has produced a policy that schools may find helpful:
http://www.partnersinsalford.org/sscb/documents/Challenging_Behaviour_Strategy_May_2014.pdf
- A handbook for primary school teachers
<http://learning.gov.wales/docs/learningwales/publications/140822-behaviour-management-handbook-for-primary-schools-en.pdf>
- Disability and challenging behaviour:
<https://www.mencap.org.uk/learning-disability-explained/conditions/challenging-behaviour>
- Supporting parents whose children display challenging: behaviour:
<http://www.scope.org.uk/Support/Parents/Behaviour/What-is-challenging-behaviour>
<http://www.familylives.org.uk/advice/primary/behaviour/challenging-behaviour/>
http://www.youngminds.org.uk/for_parents/worried_about_your_child/behaviour_problems?gclid=CPSKgJ-SkscCFZCWtAodfqIKHQ
- Mental health and behaviour in schools: Dfe advice for school staff
<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
- Violence and Aggression at Work – Solihull MBC
<http://intranet/Coledocs/HealthandSafety/PoliciesGuidance.aspx>

Gangs and youth violence

The vast majority of young people are not involved in gangs, guns, knife crime or acts of violence and want nothing to do with them. However, the behaviour of the small number of young people who are involved has a significant impact on communities, on their families and associates, as well as themselves.

Preventing violence in schools and colleges can require a mix of universal, targeted or specialist interventions. School and college leaders should be able to:

- develop skills and knowledge to resolve conflict as part of the curriculum;
- challenge aggressive behaviour in ways that prevent the recurrence of such behaviour;
- understand risks for specific groups, including those that are gender-based, and target interventions;
- safeguard, and specifically organise child protection, when needed;
- carefully manage individual transitions between educational establishments, especially into Pupil Referral Units (PRUs) or alternative provision; and
- work with local partners to prevent anti-social behaviour or crime.

Preventing youth violence and gang involvement: Practical advice for schools and colleges, Home Office

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf

Potential School Support

Following the notification or disclosure of actual involvement in gangs and/or violence by a young person to an adult in school, the following actions should be considered:

- School staff will need to follow the procedures outlined in their Child Protection/Safeguarding Policies and discuss concerns with the designated member of staff for child protection.
- Consult [Solihull LSCB](http://solihulllscb.proceduresonline.com/chapters/p_sg_ch_affect_gang.html) guidance for practitioners across the children's workforce to help them understand the nature of the risk that gang activity poses to children both through participation in and as victims of gang violence, how signs of gang involvement may manifest themselves and how to deal with such issues.

- Funded and supported by the [Home Office](#), the NSPCC is providing a 24-hour helpline (0800 800 500) to help parents, carers or any other adult worried about a child or young person at risk from gang-related activity. This includes children and young people who are not themselves in a gang, but may be at risk of being targeted by gang members. <https://www.gov.uk/government/publications/nspcc-gangs-service-support-materials>
- [Searching, screening and confiscation: advice for schools](#) - DfE advice explaining the powers schools have to screen and search pupils and to confiscate items may be of pertinence where pupils are suspected of possessing items that may compromise their safety or that of others. <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
- Informing the local police School Liaison officer so that information may be shared and joint action taken as appropriate.
- <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Weapons and Knives within Schools

As young people develop into maturity they naturally experiment with their behaviour and test boundaries. The younger they are the less capacity they will have for restraining themselves, resisting temptation or resisting peer pressure.

None of this excuses poor or criminal behaviour. It actually increases the need to intervene as early as possible, to show that actions have consequences, and that harm is being caused.

Police and partner intervention should assist in one or more of the following ways:

- Confront young people with the consequences of offending
- Help young people to develop a sense of personal responsibility
- Manage risk to young people within the community
- Reinforce the serious nature of weapon-related crime
- Strengthen factors that reduce the risk of re-offending
- Encourage reparation
- Encourage the restoration of relationships of trust
- Define, agree and reinforce the responsibilities of parents

West Midlands Police will be firm, fair and consistent with young people involved in crime. The principal aim of the youth justice system is to prevent and reduce offending by children and young people. To this end, we have agreed to make most decisions on offence resolution for young people in partnership with Youth Offending Services whose experience and skills will be fully utilised. We believe that more time and effort invested in dealing with offending behaviour at this early stage will better serve our communities over the longer term.

Incident Reporting

Where an immediate police response to an incident at the school is required, dial 999.

For example: a student has been detained in possession of a knife on school premises and poses, or is likely to pose, a risk of:

1. Danger to life.
2. Use or immediate threat of use, of violence.

3. Serious injury to a person.
4. Serious damage to property.

When there isn't such an immediate risk, schools should report incidents to the police non-emergency number by dialling 101.

For example, a student has been searched and found to be in possession of a knife which has been seized, and the student does not pose any further risk as detailed above.

Due to the serious nature of weapons possession and potential consequences, contact should be prompt in order that future risk is managed and behaviour confronted.

When reporting incidents of weapons possession to 101, schools should always request and record the incident log reference number. This will facilitate further contact in relation to the incident.

Schools are asked to retain the weapon in a safe place until police attend and seize the weapon for evidential purposes. Once it is established that a weapon is unlawful, a crime record will be created and a proportionate investigation will ensue.

Law and Definitions

Possession of a weapon is a criminal offence. The law provides the police and schools with specific powers to deal with incidents involving weapons.

Possession of an Offensive Weapon on School Premises

Section 139A of the Criminal Justice Act 1988 creates the offence of possessing an article with a blade or sharp point or an offensive weapon on school premises.

Offences

- Section 1 of the Prevention of Crime Act 1953 prohibits the possession in any public place of an offensive weapon without lawful authority or excuse.
- Section 139 of the Criminal Justice Act 1988 prohibits having with you, in a public place any article which has a blade or is sharply pointed, (including a folding pocket knife if the cutting edge of its blade exceeds 7.62cm/3 inches)
- **139A(1) Any person who has an article to which section 139 of this Act applies with him on school premises shall be guilty of an offence.**

- **139A(2) Any person who has an offensive weapon within the meaning of section 1 of the Prevention of Crime Act 1953 with him on school premises shall be guilty of an offence.**

Meaning of Offensive Weapon

Any article made or adapted for use for causing injury to the person, or intended by the person having it with him for such use by him, or by some other person.

The meaning of offensive weapon can be broken down into two categories:

- a) Those that are offensive per se, that is, those either made (e.g. knuckle-duster, dagger, gun) or adapted (e.g. broken bottle) for use for causing injury to the person; and
- b) Weapons not so made or adapted (e.g. kitchen knife, spanner, hammer) but intended by the person having it with him for causing injury to the person.

Defences

- 139A(3) It shall be a defence for a person charged with an offence under subsection (1) or (2) above to prove that he had **good reason or lawful authority** for having the article or weapon with him on the premises in question.
- 139A(4) Without prejudice to the generality of subsection (3) above, it shall be a defence for a person charged with an offence under subsection (1) or (2) above to prove that he had the article or weapon in question with him:
 - (a) for use at work,
 - (b) for educational purposes,
 - (c) for religious reasons, or
 - (d) as part of any national costume.

Meaning of school premises

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.

Notes:

- These offences can be committed at **any time** of the day, not merely during normal school hours, as long as the land is normally used as school premises (e.g. for the normal academic year). The creation of these offences was intended to cover a gap in the law where such weapons are carried on school premises which are not public places because many schools do not allow access to the general public outside school hours.*
- However, the wording of section 139A above is such that the offences could be committed on school premises even when the public do have access (e.g. a youth has a 10cm (4 inch) long knife at a public car boot sale being held on school playing fields on a Bank Holiday Monday). There is, therefore, some overlap with the older legislation concerning the possession of offensive weapons and sharp blades in public.*
- There is a specific police power to enter and search school premises in connection with an offence under this section.*

1.

Education Act 1996 – Power of Search Supplementary (Authorisation/Conditions)

Section 550ZB of the Education Act 1996 sets out the conditions before a search can be carried out on a pupil or their possessions under section 550ZA. Detail on this Act is found elsewhere in this guidance.

Curriculum (Universal provision through planned PSHE)

- High quality PSHE which includes appropriate learning around peaceful conflict resolution, anti-bullying, rights, responsibilities, the law, drugs & alcohol.
- Opportunities within a range of curriculum areas to explore risk, risky behaviour and why such behaviour might occur e.g. literacy texts, drama.
- Opportunities to learn about and develop 'protective behaviours' i.e. listening to what your body is telling you when something feels wrong, no problem is too big, small or awful to be shared with a trusted adult.
- Healthy Schools Islington have produced a teaching resource aimed at year 6 children entitled [Keeping Safe Out and About](http://www.healthyschoolslondon.org.uk/sites/default/files/Y6%20keeping%20safe%20out%20and%20about.pdf). The lesson plans have been written by teachers in primary schools who want to teach about the risks of participating in anti-social behaviour, gangs and gang related behaviour and keeping safe in the local area. <http://www.healthyschoolslondon.org.uk/sites/default/files/Y6%20keeping%20safe%20out%20and%20about.pdf>
- [True Tube](https://www.truetube.co.uk/keywords/knife-crime) provides videos, lesson plans and assemblies for RE, PSHE and Citizenship for key stages 3 & 4. These include materials that will support schools in addressing the issue of guns, gangs and knife crime. <https://www.truetube.co.uk/keywords/knife-crime>
- Safe: Risks and choices out and about provides a series of lessons linked to personal safety, risky behaviour and violent crime for secondary age pupils. <http://www.benkinsella.org.uk/search?q=out+and+about>
- BBC Learning have produced a classroom clip that includes an actual news report that was broadcast, scenes from the BBC Three drama, [My Murder](http://www.bbc.co.uk/schools/pshe_and_citizenship/mymurder/). As well as the clip, the website contains teaching ideas and key questions to deliver PSHE lessons for students from 14 years old upwards. http://www.bbc.co.uk/schools/pshe_and_citizenship/mymurder/
- The Values Versus Violence programme produced by the Dot Com Children's Foundation has been developed to provide children with an awareness of risk and risk management including issues around bullying and crime and disorder. <http://webfronter.com/croydon/bulletin/other/DOTCOM.pdf>

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- Triple V (Values Versus Violence) is Dot Com Children's Foundation's resource for secondary schools. The VVV resources aim to empower young people by helping them to develop positive behaviours and learn how to keep themselves and their friends safe. This includes opportunities to discuss criminal behaviour and victimisation in a safe environment and, as a result, they lead to changes in behaviour. The Watch Over Me series is a broadcast-quality "soap opera" which engages young people and helps them create their own strategies for dealing with risk. It is a classroom tool which stimulates discussion and helps pupils feel safe enough to talk about the most challenging issues which affect personal safety. <http://vvvuk.com/watch-over-me/>

Involving other agencies and signposting

Crimestoppers

Free, confidential service where you can report information about a crime anonymously. Freephone: 0800 555 111. Web: <https://crimestoppers-uk.org/>

Or via True Vision <http://www.report-it.org.uk/home>

Support for Parents

[Advice to parents and carers on gangs](https://www.gov.uk/government/publications/advice-to-parents-and-carers-on-gangs) - This leaflet from the Home Office provides advice to help parents/carers stop their children from being involved in gangs. <https://www.gov.uk/government/publications/advice-to-parents-and-carers-on-gangs>

No Knives Better Lives is a national initiative which works with local organisations to provide information and support. The campaign aims to raise awareness of the consequences of carrying a knife and provides information on local activities and opportunities for young people.

<http://noknivesbetterlives.com/parents/having-the-conversation/>

Support for Young People

No Knives for Better Lives

No Knives Better Lives is a national initiative which works with local organisations to provide information and support. The campaign aims to raise awareness of the consequences of carrying a knife and provides information on local activities and opportunities for young people.

<http://noknivesbetterlives.com/young-people/>

TheSite

TheSite.org is an online guide providing non-judgmental support and information, including gangs and carrying weapons, for 16-25 year-olds in the UK

Web: <http://www.thesite.org/crime-and-safety/in-trouble/why-carry-a-weapon-9303.html>

Childline

Children and young people can access ChildLine confidentially in a range of ways including by calling 0800 1111.

<http://www.childline.org.uk/Talk/Pages/ContactingChildLine.aspx>

<https://www.childline.org.uk/Explore/CrimeLaw/Pages/Gangs.aspx>

Drugs and Alcohol (Pupils/Parents)

What is drug/alcohol misuse?

Solihull Local Safeguarding Board use the following definition of substance misuse in their Joint Services protocol re. Families and Children Affected by Substance Misuse:

Substance misuse is the use of or dependence on a substance leading to social, psychological, physical or legal effects that are detrimental to the individual or others. Substance use includes prescribed and non-prescribed, legal and illegal substances including alcohol.

http://solihullscb.proceduresonline.com/chapters/pr_drugs_alcohol.html

Clearly both drug and alcohol this may have implications with regard to parenting capacity in adults and a range of concerning issues for children and young people.

The latest advice from Government is the 2012 [Department for Education and ACPO Drug Advice for Schools](#). Schools are advised that as a minimum, there should be:

- early access to support for pupils with drug or alcohol issues (or affected by family use);
- a written drugs policy available to all staff; and
- a senior member of staff with responsibility for policy and liaising with the local police and support services.

It is also made clear that a school's response to drugs and alcohol is most effective when:

- it is supported by the whole school community;
- drug education is part of a well-planned programme of PSHE education delivered in a supportive environment, where pupils are aware of the school rules, feel able to engage in open discussion and feel confident about asking for help if necessary; and
- staff have access to high quality training and support.

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

For further support with reviewing policy and developing effective practice please see Solihull's Health and Wellbeing website: <http://www.solgrid.org.uk/wellbeing/pshe/drug-and-alcohol-education/>

Potential school support

Following the notification or disclosure of actual or suspected drug/alcohol misuse (own or that of parent/carer/friend) by a young person to an adult in school, the following actions should be considered:

- School follows its Managing Substance Related Incidents policy once drug/alcohol misuse is disclosed or discovered. School Behaviour (when considering sanctions) and Safeguarding (a MASH referral may be appropriate) policies may also be of relevance.
- Establish and implement a Pupil Support Plan if appropriate.
- School may identify children and young people who are potentially vulnerable to drug/alcohol misuse and plan targeted interventions addressing risk management skills and approaches.
- An Early Help Assessment may be appropriate for some children and young people in order to meet need.
- Contact with the local police School Liaison Officer who can offer support and share intelligence to support any intervention taken.
- Create a support plan with the parent/carer for action to be taken if that parent/carer arrives at school under the influence of drugs/alcohol.
- Staff awareness raising about the impact/signs/ways of supporting children & young people experiencing problematic drug/alcohol misuse.
- Training is offered to Solihull schools and information/links are published on the Health and Wellbeing in Solihull Schools website <http://www.solgrid.org.uk/wellbeing/>

Curriculum (Universal provision through planned PSHE and Science)

- High quality PSHE which includes appropriate learning around drugs and alcohol. (See [Mentor-Adepis](#) for further support).
- Statutory elements of the Science Curriculum in maintained schools covering how the impact of drugs and lifestyle on how the body functions. <https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study>
- Opportunities within a range of curriculum areas to explore risk, risky behaviour and why such behaviour might occur e.g. literacy texts.
- Opportunities to learn about and develop 'protective behaviours' i.e. listening to what your body is telling you when something feels wrong, no problem is too big, small or awful to be shared with a trusted adult.

Involving other agencies and signposting

SIAS

SIAS (Solihull Integrated Addiction Services) is a partnership of organisations - Welcome, The Bridge, Str8 Up, the Drug Intervention Programme (DIP) and Aquarius - which work closely together to offer easy access to support and treatment for anyone whose drug or alcohol use has become problematic and their families.

<https://sias-solihull.org.uk/>

Support for Parents/Carers

Welcome

Welcome is a registered charity and the access point for drug and alcohol treatment and support services in Solihull. They are a member of SIAS and work with families and carers as well as users of drugs and/or alcohol to help them take control of their lives.

15 Larch Croft, Chelmsley Wood, Solihull B37 7UR

Tel: 0121 678 4730

Web: www.welcome-solihull.co.uk

Smoking Cessation

For support and advice on stopping smoking, contact Solihull's smoking cessation service.

Tel: 0121 704 6000

Email bhs-tr.solihullstopsmoking@nhs.net

Web: <http://solihull.mylifeportal.co.uk/stopsmoking/>

[Talking to Kids about Alcohol](http://www.alcoholeducationtrust.org/wp-content/uploads/2014/10/parent-guide.pdf): An informative, guide from the Alcohol Education Trust with tips and guidance on how to approach the issue of drinking with children and teenagers.
<http://www.alcoholeducationtrust.org/wp-content/uploads/2014/10/parent-guide.pdf>

Talk to Frank

National drugs awareness site for young people and parents/carers

<http://www.talktofrank.com/>

Drinkline

Drinkline runs a free, confidential helpline for people who are concerned about their drinking, or someone else's.

Tel: 0800 917 8282

Addaction

A UK wide treatment agency, helping individuals, families and communities to manage the effects of drug and alcohol misuse

Web: www.addaction.org.uk

Al-Anon

Al-Anon is worldwide and offers support and understanding to the families and friends of problem drinkers.

Confidential Helpline 0207 40 30 888 open 10 am - 10pm or visit www.al-anonuk.org.uk

ADFAM

Adfam provide information and advice for families of alcohol and drug users. The website has a list of local family support services.

T: 020 7553 7640

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Web: www.adfam.org.uk

Alcohol Concern

The national agency on alcohol misuse for England and Wales provides general information about alcohol, and can help put you in touch with your nearest alcohol advice centre.

Tel: 020 7928 7377

Web: www.alcoholconcern.org.uk

NHS Choices

This site provides advice and information on alcohol and offers a database of support and treatment services

<http://www.nhs.uk/livewell/alcohol/Pages/Alcoholhome.aspx>

Support for Children and Young People

Childline

Support and advice for children and young people regarding their own drug/alcohol use and that of parents/carers.

<http://www.childline.org.uk/Explore/DamagingYourself/Pages/DamagingYourself.aspx>

<http://www.childline.org.uk/Explore/HomeFamilies/Pages/Parentsandalcohol.aspx>

Talk to Frank

National drugs awareness site for young people and parents/carers.

<http://www.talktofrank.com/>

Drinkline

Drinkline runs a free, confidential helpline for people who are concerned about their drinking, or someone else's.

Tel: 0800 917 8282

National Association for Children of Alcoholics (NACOA)

Information, advice and support to children of alcohol-dependent parents and people concerned with their welfare through a free and confidential telephone and email helpline.

Tel: 0800 358 3456

Email: helpline@nacoa.org.uk

Web: www.nacoa.org.uk

Drugscope www.drugscope.org.uk has a specific website for 11-14 year olds, which features fact files, games and videos.

APPENDIX G

Bullying including Cyberbullying

Bullying behaviours are unacceptable. Bullying undermines confidence and causes misery and distress. It can affect a child or young person's attendance and progress at school. It can also have a detrimental impact on a child's mental health. Fear, isolation, anxiety and diminished self-esteem can lead to self-harm, depression and suicidal thoughts or actions. Research has shown that children who are bullied and/or bully others are more likely to suffer from mental health issues.

The rise of cyberbullying is a frequent cause of emotional disturbance in children and young people. Cyberbullying is insidious; technology enables perpetrators to have the power to reach their targets 24 hours a day, 7 days a week.

School is a places of safety for all children and young people. There should be a culture of mutual respect and tolerance, supported by the school's thoughtful approach to the promotion of British values. Bullying behaviours are robustly challenged and those exhibiting such behaviours should be supported to understand the impact that their behaviour has on others.

In some cases bullying could constitute an offence and if they feel it is appropriate, schools should contact their police School Liaison Officer who can offer support and advice.

The Anti-Bullying Alliance has created a briefing for schools and professionals about bullying and the law: <https://www.anti-bullyingalliance.org.uk/>

Potential School Action

Following the notification or disclosure of bullying, the following actions should be considered:-

- Staff follow the school's anti-bullying policy. All staff in schools should be aware of the school's policy for preventing and tackling bullying which should be underpinned by the latest [Department for Education](https://www.gov.uk/government/publications/preventing-and-tackling-bullying) advice and guidance for schools. <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>. A model policy is

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available on Solihull's health and wellbeing in schools website, which schools can adapt:
<http://www.solgrid.org.uk/wellbeing/emotional-wellbeing-and-mental-health/>

- Bullying is a safeguarding issue for schools. Staff should discuss specific concerns with the school's designated safeguarding lead for child protection (DSL). Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'.
- Professionals should refer to Solihull Local Safeguarding Children Board ([LSCB](http://solihulllscb.proceduresonline.com/chapters/g_bullying.html)) procedures for guidance. The procedures also provide a useful reminder that some identified groups are particularly vulnerable to bullying: http://solihulllscb.proceduresonline.com/chapters/g_bullying.html
- The completion of an Early Help assessment may be appropriate for some children and young people in order to identify and meet needs.
- Referrals to CAMHS – Birmingham and Solihull NHS Foundation Trust (SOLAR) www.bsmhft.nhs.uk/our-services/solar-youth-services/young-person may be required where there is a possible anxiety disorder / clinical depression

Culture and Ethos

Preventative work is crucial to ensure that the level of bullying incidents reduces and that, where bullying does occur, school responses are swift and consistent. A positive and supportive culture within the school, where relationships are characterised by mutual respect, will have a significant impact.

Schools which excel at tackling bullying have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

(Preventing and tackling bullying, DfE)

Curriculum (Universal provision through planned PSHE)

The school's curriculum should ensure that all children and young people have a range of opportunities to learn and understand what bullying is, and that it is unacceptable.

The school's PSHE curriculum should:-

- Have a strong focus on pupils learning to manage and take responsibility for their own feelings and behaviour, both in the online and offline worlds – understanding the impact that their behaviour has on others
- Focus on accessing help and support and talking to a range of trusted adults
- Incorporate the SEAL (Social and Emotional Aspects of Learning) unit ‘Say No to Bullying’ for primary aged children. Whole school assemblies support this learning across the school. http://teachfind.com/search/apachesolr_search/SEAL%20say%20no%20to%20bullying
- Focus on understanding difference and diversity. Resources and information that will support schools in addressing the issue of homophobia and homophobic bullying can be found at: <http://www.solgrid.org.uk/wellbeing/safeguarding-through-the-curriculum/>
- Use scenarios and stories as distancing strategies to explore the sensitive issue of bullying in a depersonalised way. A range of story books focused on difference, acceptance and bullying can be found at: <http://www.booktrust.org.uk/books/children/booklists/127/>
- The Values Versus Violence programme produced by the Dot Com Children’s Foundation has been developed to provide children with an awareness of risk and risk management including issues around bullying and crime and disorder. <http://www.dotcomcf.org/wp-content/uploads/2016/07/Education-Information-Pack-June-2016.pdf>
- Triple V (Values Versus Violence) is Dot Com Children’s Foundation’s resource for secondary schools. The VVV resources aim to empower young people by helping them to develop positive behaviours and learn how to keep themselves and their friends safe. They provide opportunities to discuss criminal behaviour and victimisation in a safe environment and, as a result, they lead to changes in behaviour. The Watch Over Me series is a broadcast-quality “soap opera” which engages young people and helps them create their own strategies for dealing with risk. It is a classroom tool which stimulates discussion and helps pupils feel safe enough to talk about the most challenging issues which affect personal safety. <http://vvvuk.com/watch-over-me/>
- Digital Awareness UK and the Girl’s Day School Trust have developed resources to help teachers develop their pupils’ understanding of online safety – both physical safety and emotional well-being . Live My Digital is a series of 6 films for parents and 6 films for students on the following topics: Cyberbullying; The digital footprint; Identity and self-esteem; Relationships and grooming; Security and privacy; and Sexting. <http://www.gdst.net/parents/live-my-digital>

Involving other agencies and signposting

Further advice and support for schools is available at: <http://www.solgrid.org.uk/wellbeing/emotional-wellbeing-and-mental-health/bullying/>

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The Anti-Bullying Alliance (ABA) has resources focusing on a range of themes and are suitable for use with different age groups:

<https://www.anti-bullyingalliance.org.uk/>

The Anti-Bullying Alliance also provides schools with [assessment tools and surveys](#) about bullying.

The Anti-Bullying Alliance has produced effective practice guidance for schools about the sexual bullying of children and young people.
<https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/what-sexual-bullying>

[ChildLine](http://www.childline.org.uk) provides information, help and support, in addition to the helpline:
http://www.childline.org.uk/Explore/Bullying/Pages/Bullying.aspx?utm_source=google&utm_medium=cpc&utm_campaign=UK_GO_S_B_GEN_New_Grant_ChildLine_Bullying&utm_term=+mental_+bullying&gclid=CPXpyNOYn8ACFSXKtAodFXUA4w&gclidsrc=aw.ds

Cyberbullying

The Department for Education advice for schools can be accessed at:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

Information and resources about [cyberbullying](#) have also been collated on the Anti-Bullying Alliance (ABA) website:
<https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/cyberbullying-0/what-cyberbullying>

Childnet's website incorporates cyberbullying pages: <http://www.childnet.com/teachers-and-professionals/for-working-with-young-people/hot-topics/cyberbullying>

Resources to support learning for primary and secondary aged pupils are included.

NSPCC:

<http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-and-cyberbullying/>

Support for Parents

ChildLine:

<https://www.childline.org.uk/Explore/Bullying/Pages/online-bullying.aspx>

ABA sources of advice for [parents and carers](#) are available at:
<https://www.anti-bullyingalliance.org.uk/search/node/parent%20advice>

[Young Minds](http://www.youngminds.org.uk/for_parents/worried_about_your_child/bullying?gclid=CJHph-eeYn8ACFbPJtAodsEoABA) also has advice for parents who are worried about bullying:
http://www.youngminds.org.uk/for_parents/worried_about_your_child/bullying?gclid=CJHph-eeYn8ACFbPJtAodsEoABA

Digital Awareness UK and the Girl's Day School Trust have developed resources to help teachers develop their pupils' understanding of online safety – both physical safety and emotional wellbeing . Live My Digital is a series of 6 films for parents and 6 films for students on the following topics: Cyberbullying; The digital footprint; Identity and self-esteem; Relationships and grooming; Security and privacy; and Sexting.
<http://www.gdst.net/parents/live-my-digital>

Support for Children and Young People

ChildLine:

<https://www.childline.org.uk/Explore/Bullying/Pages/online-bullying.aspx>

ABA sources of advice for [children and young people](http://www.anti-bullyingalliance.org.uk/advice/children-young-people/) are available at:
<http://www.anti-bullyingalliance.org.uk/advice/children-young-people/>

Other useful Websites:

www.kidscape.org.uk

www.bullying.co.uk

www.kidpower.org

Further resources and useful information can be found at the following places:

- Solihull LSCB: <http://solihulllscb.proceduresonline.com/cww.solihullgov.uk/domesticabuse> www.solihullgov.uk/domesticabuse (MARAC procedure)
<http://solihulllscb.proceduresonline.com/chapters/contents.html>
- Solihull LSCB training: <http://socialsolihull.org.uk/lscb/wp-content/uploads/2014/08/LSCB-Training-Calendar15-16-v2.pdf> <http://www.solgrid.org.uk/wellbeing/wp-content/uploads/sites/23/2015/01/NOV-2013-Final-updated-Solihull-Healthy-and-Safe-Relationships-pdf.pdf>
- Solihull Health and Wellbeing website <http://www.solgrid.org.uk/wellbeing/>
- You may wish to order materials from the Home Office 'This Is Abuse' campaign <https://www.gov.uk/government/collections/this-is-abuse-campaign>
- CAADA research findings factsheet on abuse in teenage relationships. Bristol: CAADA. <http://www.dayprogramme.org/CAADA%20teen%20insights.pdf>
- Home Office Teenage Relationship Abuse :A Teacher's Guide To Violence And Abuse In Teenage Relationships
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97774/teen-abuse-teachers-guide.pdf
- Women's Aid Expect Respect tool kit <https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/>
<http://www.womenssupportproject.co.uk/vawtraining/content/domesticabuse/273,234/>
- Barter, C., McCarry, M., Berridge, D., & Evans, K. (2009). 'Partner exploitation and violence in teenage intimate relationships: Executive summary'. London: NSPCC.
http://www.nspcc.org.uk/inform/research/findings/partner_exploitation_and_violence_summary_wdf68093.pdf
- Disrespect NoBody Discussion guide Home Office – PSHE Association

A teaching resource which supports the Government's Disrespect NoBody campaign aimed at preventing abuse in teenage relationships. 13+

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/disrespect-nobody-discussion-guide>

Triple V (Values Versus Violence) is Dot Com Children's Foundation's resource for secondary schools. The VVV resources aim to empower young people by helping them to develop positive behaviours and learn how to keep themselves and their friends safe. This includes opportunities to discuss criminal behaviour and victimisation in a safe environment and, as a result, they lead to changes in behaviour. The Watch Over Me series is a broadcast-quality "soap opera" which engages young people and helps them create their own strategies for dealing with risk. It is a classroom tool which stimulates discussion and helps pupils feel safe enough to talk about the most challenging issues which affect personal safety. <http://vvvuk.com/watch-over-me/>

Youth Offending Service – Referral and Screening form

Referral and Screening



If you want help to complete this form, please phone the **Youth Offending & Prevention Service** on **0121 709 7000**. Please use this form for referrals for prevention support and requests for support for young people displaying sexually harmful behaviours.

Please type in the grey text fields and double click relevant boxes. In each case, take as much space as you need. Text fields will expand to contain your text. Use your tab key or mouse to move to the next field.

About the young person	Male <input type="checkbox"/>	Female <input type="checkbox"/>
Personal details		
Name	Other names	
Address	Home telephone	
	Other telephone	
Date of birth	Age	
Ethnic classification		
White <input type="checkbox"/> British <input type="checkbox"/> Irish	Black/Black British <input type="checkbox"/> Caribbean	Asian/Asian British <input type="checkbox"/> Indian <input type="checkbox"/> Pakistani
Chinese/Other Ethnic <input type="checkbox"/> Chinese <input type="checkbox"/> Any other	Mixed <input type="checkbox"/> White/Black Caribbean <input type="checkbox"/> White/Black	

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<input type="checkbox"/> Other White	<input type="checkbox"/> African <input type="checkbox"/> Other Black	<input type="checkbox"/> Bangladeshi <input type="checkbox"/> Other Asian	African <input type="checkbox"/> White/Asian <input type="checkbox"/> Other Mixed
<input type="checkbox"/> Information not obtainable			
Preferred language (if not English)			
Religion (optional)			
Known disability			

Referrer Details	
Name	Agency
Address	Telephone No
Email	Other telephone
	Age

Have you referred the concerning behaviour to MASH? If yes, what was the outcome? If no, why not?

Details

Family details

Who holds parental responsibility for the young person?

Mother

Father

Other
(please
give
details)

Details (if "other" was selected above)

Parent
(name)

Date of
birth

Address

Telephone
number

Best
Time to
Contact

Parent
(name)

Date of
birth

Address

Telephone
number

Best
Time to
Contact

Other
carer

Date of
birth

Address

Telephone
number

Best
Time to
Contact

Other children and young people in the household

<p>1.Name :</p> <p>Age: Ge nde r:</p> <p>Relatio nship:</p>	<p>2.Name :</p> <p>Age: Ge nde r:</p> <p>Relatio nship:</p>
<p>3.Name :</p> <p>Age: Ge nde r:</p> <p>Relatio nship:</p>	<p>4.Name :</p> <p>Age: Ge nde r:</p> <p>Relatio nship:</p>
<p>5.Name :</p> <p>Age: Ge nde r:</p> <p>Relatio nship:</p>	<p>6.Name :</p> <p>Age: Ge nde r:</p> <p>Relatio nship:</p>

Is the young person receiving support under the SEND

Has the young person received any formal sanctions or punishment?

Details

Details of any other agencies you know are involved with the young person (for example, a GP, the police, or an education welfare officer)

Name:	
Agency:	
Telephone:	
Details of Involvement:	
Name:	
Agency:	
Telephone:	
Details of Involvement:	
Name:	
Agency:	
Telephone:	
Details of Involvement:	

Reasons for the referral

What aspects of the young person's behaviour are you concerned about?

What has been the impact of the behaviour? (for example, on the young person, individuals, the family, school or community)

What work has your agency (if applicable) been doing with the young person to deal with the behaviour and risk factors identified above?

Proposals for assistance from the service

The following factors have been associated with the onset of offending and anti-social behaviour. Please tick against as many factors as you believe applies to the young person being referred. Provide evidence for each.

Living and family arrangements

Statutory education

<ul style="list-style-type: none"> • Is separated from either or both of his or her parents <input type="checkbox"/> • Lives in deprived household <input type="checkbox"/> • Experiences inconsistent supervision at home <input type="checkbox"/> • Experiences harsh discipline in the home <input type="checkbox"/> • Family is known to be involved in crime/anti-social behaviour <input type="checkbox"/> • Is currently experiencing unstable accommodation <input type="checkbox"/> 	<ul style="list-style-type: none"> • not currently enrolled in full-time education <input type="checkbox"/> • is regularly absent from school <input type="checkbox"/> • bullies others at school <input type="checkbox"/> • statement of special educational need has been issued <input type="checkbox"/> • experiences difficulties with current level of school work <input type="checkbox"/> • seems to have a lack of attachment to his or her school <input type="checkbox"/>
Evidence	Evidence
Neighbourhood and friends	Substance misuse
<ul style="list-style-type: none"> • lives in an area known for a high crime rate <input type="checkbox"/> • there is a lack of age-specific facilities in the area <input type="checkbox"/> • has friends who are known to the youth offending team <input type="checkbox"/> • lives in an area that is relatively isolated <input type="checkbox"/> • does not use spare time constructively <input type="checkbox"/> • does not have an age-appropriate friend group <input type="checkbox"/> 	<ul style="list-style-type: none"> • drinks alcohol <input type="checkbox"/> • takes illegal drugs <input type="checkbox"/> • seems to see his or her substance use as a positive and/or necessary part of life <input type="checkbox"/> • smokes cigarettes <input type="checkbox"/> • is thought to be at risk of harm through use <input type="checkbox"/>
Evidence	Evidence

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Emotional and mental health	Perception of self and other
<ul style="list-style-type: none"> • has a condition that affects his or her everyday life, for example, ADHD <input type="checkbox"/> • has suffered a significant bereavement/loss that still affects him/her <input type="checkbox"/> • a referral has been made to a mental health service <input type="checkbox"/> • seems to be suffering from emotional problems <input type="checkbox"/> 	<ul style="list-style-type: none"> • is not able to trust others easily <input type="checkbox"/> • is known or thought to be a victim of discrimination <input type="checkbox"/> • does not believe that he or she has committed anti-social acts or done anything wrong <input type="checkbox"/> • displays discriminatory attitudes towards others <input type="checkbox"/> • displays inappropriate self-esteem (too high or too low) <input type="checkbox"/>
Evidence	Evidence
Thinking, behaviour and attitudes	Risk of harm by the young person
<ul style="list-style-type: none"> • acts impulsively most of the time <input type="checkbox"/> • gets bored easily <input type="checkbox"/> • does not seem to understand the consequences of his or her actions 	<ul style="list-style-type: none"> • has caused actual serious harm to somebody <input type="checkbox"/> • has said that he or she will cause serious harm <input type="checkbox"/> • concerns expressed by other people about

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<input type="checkbox"/> <ul style="list-style-type: none"> seems to give in to others easily, for example, peers <input type="checkbox"/> <ul style="list-style-type: none"> is impatient and can't wait for things, getting agitated if made to <input type="checkbox"/>	serious harm issue <input type="checkbox"/>
Evidence	Evidence

Young person's safety and wellbeing	
<ul style="list-style-type: none"> due to the behaviour of other people <input type="checkbox"/> <ul style="list-style-type: none"> due to events or circumstances <input type="checkbox"/> <ul style="list-style-type: none"> due to his or her own behaviour (including self-harm/suicide) <input type="checkbox"/>	<ul style="list-style-type: none"> has some understanding of the problems in his or her life <input type="checkbox"/> <ul style="list-style-type: none"> seems able to think through problems he or she faces <input type="checkbox"/> <ul style="list-style-type: none"> has some friends not known to the police or youth offending team <input type="checkbox"/> <ul style="list-style-type: none"> has a good support network <input type="checkbox"/> <ul style="list-style-type: none"> demonstrates some ambition and future plans <input type="checkbox"/> <ul style="list-style-type: none"> makes good use of any spare time he

	or <input type="checkbox"/>	she	has
Evidence	Evidence		

Checklist for completion of the referral form

- have you completed the referral form in line with the guidance notes?
- Have you completed as much of the referral form as you feel able, given your knowledge of the young person and family?
- Have you provided evidence for each of the risk factors identified?
- Have you included your contact details and details for the young person and parent/carer?
- Have you highlighted how the risk factors link with offending or anti-social behaviour?
- Have you explained the referral to both the young person and his or her parents/carers and Obtained consent as detailed below?

Consent for support

The young person and parent/carer should read this and tick the box to show they are happy for the referral to be made (further consent regarding information sharing will be presented to the family during the initial meeting).

1. We have had the support explained to us and we agree to a referral being made verbally* and or/in person.
2. I consent to my son/daughter to participating in the voluntary service provided by YOPS
3. I give consent for the YOPS to share and to seek information with other agencies and statutory bodies to enable the team and other agencies to support me/my family effectively at all times.

I understand that I may withdraw my consent by completing a consent withheld form, unless it is deemed by professionals that there is an obligations outlined in point 3

Parent/carer (*please indicate if verbal consent was given)

Name

Please tick this box to show you have read this and are happy for this referral to be made.

Date

Young person (*please indicate if verbal consent was given)

Name

Please tick this box to show you have read this and are happy for this referral to be made.

Date

Are you aware of any dangers associated with home visits?

(for example substance misuse, child protection plan, violent family, dangerous animals)

Evidence

Please return this form to:

By post:

**Youth Offending and Prevention
Service,**

**Elmwood Place, 37 Burton Way,
Smiths Wood, Solihull, B36 0UG**

By email:

SolihullYOS@solihull.gcsx.gov.uk

To be completed by YOPS

**Is this referral
suitable for your
programme?**

Yes

No

Verifier's name:

Signature:

Date:

Referral Number:

Reasons for referral and proposals for assistance

APPENDIX 1

DORRIDGE PRIMARY SCHOOL

BEHAVIOUR LOG

CLASS:

WEEK BEGINNING:

DATE	TIME	PLACE Tick Hall Corridor Playground Field Other	NAME	CODE (add relevant details)	FURTHER ACTIONS
		Hall Corridor Playground Field Other			

<p>A VERBAL Threatening, offending, intimidating, swearing, answering back, cheeky, rudeness, name-calling, teasing, unkind remarks, encouraging others to misbehave, shouting, spreading malicious gossip (including use of social media)</p>	<p>B PHYSICAL Fighting, intimidating, punching, kicking, hitting, scratching, biting, spitting, use of objects Inappropriate dress Running around school, pushing and shoving</p>	<p>C PROPERTY Wilful damage to school property, graffiti, stealing, misuse of school property, damage to personal property, hiding property,</p>	<p>D SOCIAL Refusal to cooperate, disobedience to reasonable instructions, disruptive behaviour</p>
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<i>If any of the above are racist, sexist or homophobic log and complete a separate Equality Incident form</i>
<i>In one week: 1 incident – class teacher to take action 2 incidents – report to SMT 3 incidents – letter home to parents/ meet with teacher and SMT</i>
<i>If you consider an incident serious report this immediately to SMT</i>
<i>Please send this form to Ros on Friday morning</i>

APPENDIX 2

EQUALITY INCIDENT BOOK

Please make a log of the incident in this book under the following columns and complete a separate EQUALITY INCIDENT FORM (in WORK/’Equality Incidents’.

Hand the completed form to a member of SMT and this will then be stored in the Equality Incidents file in the HT office.

DATE & TIME	NAMES OF PUPILS INVOLVED	INCIDENT RELATED TO	FORM OF BULLYING USED	REPORTED TO	EQUALITY INCIDENT FORM COMPLETED
	Note the victim/s and perpetrator/s e.g. Billy towards Fred	<i>Choose from:</i> <ul style="list-style-type: none"> • Race • Gender • Appearance/ health condition • Religion/ culture • SEN/ disability • Age • Sexual orientation • Home circumstances • Other 	<i>Choose from:</i> <ul style="list-style-type: none"> • Physical aggression • Deliberately excluding • Name calling or teasing • Cyber bullying • Damaging or taking personal possessions • Verbal threats • Spreading rumours • Others 	Note the name of the member of staff the incident is reported to	Tick that you have completed this form and given it to a member of SMT

DORRIDGE PRIMARY SCHOOL**EQUALITY INCIDENT FORM**

Reported by:

Role:

Date of incident:

Location of incident:

Names and classes of pupils involved:

INCIDENT RELATED TO: (tick all that apply)

Race		Gender		Appearance/ health conditions		Religion or culture	
SEN/disabilities		Age		Sexual orientation		Home circumstances	

FORM OF BULLYING USED: (tick all that apply)

Physical aggression		Deliberately excluding		Name calling or teasing		Cyber bullying	
Damaging or taking personal possessions		Verbal threats		Spreading rumours		Home circumstances	
Others							

FREQUENCY & DURATION OF BEHAVIOUR:

Once or twice		Several times a week		Persisting over 2 months		Persisting for more than a year	
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SUMMARY OF THE INCIDENT

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ACTIONS TAKEN:

Medical treatment		Referral to other agencies		Parents contacted		Meeting arranged	

SIGNATURES

Adult referring incident:

Member of SMT:

REVIEW DATES

--

Completed by:		Has the bullying stopped?	
Any further action required:			

APPENDIX 3



Individual Behaviour Plan

Name:

D.O.B

Class:

Start date:

Review date:

Behaviours causing concern and discussion with parents/carers:

Behaviour target:

Strategies:

Rewards:

Sanctions: See school behaviour policy

Head Teacher's signature

Parent signature: