



## **Windsor Academy Trust**

Kingswinford Academy

### **Secondary Behaviour Policy**

<b>Secondary Behaviour Policy</b>	
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### 1. Purpose

We believe that everyone has the right to be and feel safe and respected in school. Therefore, we are committed to ensuring that our schools are calm and orderly, caring, inclusive and welcoming.

#### **This policy sets out:**

- our overall approach to maintaining good behaviour in our schools;
- our commitment to inclusion;
- the expectations and responsibilities of our schools, staff, students and parents;
- how we enable everyone to meet these expectations and responsibilities.

### 2. Our overall approach

Excellent behaviour is necessary so that everyone feels safe, respected and able to be the best they can be and more. We take bullying and behaviour which displays prejudice very seriously. We never tolerate it. We deal with it quickly and effectively.

Excellent behaviour is also the foundation for effective learning. When students behave well, they have the greatest chance of unlocking their academic and personal potential.

We are committed to excellence in inclusion. Therefore we actively create school environments where students find it easy to behave well. We teach students how to behave well. We do this through being clear about our expectations, understanding our students, rewarding great behaviour and working with students and their families where things go wrong.

We follow a graduated, holistic response to behaviour where a student has suspected or already-identified special educational needs and/or disabilities, potential trauma or poor mental health and well-being. We do this while also making sure that all students are safe and can learn in a disruption-free environment.

We are committed to working in partnership with local agencies to support students' behaviour and play our part in providing a new start for students where this is of benefit.

We use suspensions, internal exclusions and permanent exclusions as a very last resort.

When we make changes to policy and practice around behaviour, we carefully consider the implications for students and groups of students through an equalities assessment.

### **3. Supporting students to behave well**

Students are much more likely to behave appropriately if we teach them how to behave. We take a deliberate approach to teaching students what we expect of them and why those things are important.

From the moment that students join the school, we make our school expectations and values clear. All parents are directed to this policy when they join the school. This policy has been written so that it is easily understandable by everyone in our school community.

We reiterate our expectations and values on an ongoing basis (for example in assemblies), especially when students first join the school.

Where school leaders and staff see emerging trends of behaviours that don't meet our values and expectations, they swiftly make sure that students are reminded of what we expect and why it is important. This might be through assemblies, time in class, meetings with groups of students, their families or through communicating with parents.

Our staff are expected to be consistent about expectations across the school. This means that students can be sure that the same expectations exist wherever they are in school.

We use sanctions and rewards consistently, fairly and proportionately to make sure that students know the high value we place on excellent behaviour.

#### **When things go wrong**

We recognise that sometimes things go wrong and students do not behave in the way that they should. There can be no 'one-size fits all' approach to help meet students' needs in this situation. However, support for students is likely to consist of things like:

- working with students and their families to better understand what is happening;
- the support of the Special Educational Needs Coordinator and their team;
- reasonable adjustments where students have protected characteristics;
- reasonable adjustments while students await a diagnosis or have personal crises;
- supportive behaviour tracking such as tutor report/head of year report to help students monitor their behaviour;
- SLT mentoring;
- class teacher mentoring;
- pastoral team mentoring;
- the support of outside agencies such as the education welfare service, school health service, children's services, educational psychology services etc.

### **4. Bullying and prejudice**

We believe everyone has the right to be and feel safe and respected in school. We are committed to ensuring that our schools are calm and orderly, caring, inclusive and welcoming.

Windsor Academy Trust uses STOP: 'Several Times On Purpose' to define bullying. There is more information in our anti-bullying strategy.

Bullying can take many forms and can include:

- physical assault;
- teasing;
- making threats;
- name calling;
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger).

Prejudicial behaviour is when someone says or does something negative on the basis of a person or a group's characteristics. Examples would be things like being racist or using homophobic language.

We do not tolerate bullying or prejudicial behaviour. What this means is that we are committed to:

- enabling students to know when bullying and/or prejudicial behaviour are happening;
- enabling students to easily report bullying and/or prejudicial behaviour;
- encouraging students to report bullying and prejudicial behaviour;
- acting quickly and effectively when staff see or students report bullying and/or prejudicial behaviour.

We have an anti-bullying strategy. This outlines what we are doing as a trust and as individual schools to deal with bullying and prejudicial behaviour.

Cases of bullying are dealt with individually. However, students who perpetually bully others are likely to be excluded from the school.

## **5. Rewards and recognition**

We place a great deal of importance on the positive effect that rewards and recognition have on students. Students are encouraged to earn rewards. Students are consulted on a regular basis via form/class, house and student Senate. You can find more details in our schools' rewards policies. Students at Kingswinford Academy can purchase rewards through the Class Charts app and choose from a variety of options as voted for by them in an annual student voice. Students also get entered into prize draws annually for attendance as well as half term rewards for 100% attendance for both students and parents.

## **6. Expectations and responsibilities of staff**

Our staff work hard to make sure that there is a calm, safe and orderly environment so that we can unlock student's academic and personal potential. We have high expectations of ourselves in the same way that we have high expectations of students. Our expectations of ourselves are that we will be fair and consistent in applying and upholding our behaviour policy. This way, students know that wherever they are in school, the expectations are the

same. Our staff will always aim to model what we expect of students' excellence in lessons, interactions, around the school and in our community.

Our staff will:

- use consistent language such as STAR, Ready, Respectful, Safe etc...
- use a variety of behaviour strategies as appropriate and in line with local strategies outlined in section 12 and 13;
- refer to and use any agreed posters or prompts in the classroom or around school, e.g. rules, charts, values, or the Aspire Framework;
- model what we expect of students in lessons, interactions, around the school and in our community;
- be fair and consistent in applying the behaviour policy at all times.

## **7. Expectations and responsibilities of students**

We expect students to be 'Prepared for Excellence'. When students display excellence, staff name it and reward it. When students do not display excellence, staff help them to meet our high standards. We have four main expectations: excellence in lessons, interactions, around the school and in the community.

Excellence in lessons, including:

- arriving on time;
- following instructions straightaway;
- having the right equipment at all times;
- always working hard.

Excellence in interactions, including:

- listening when others speak;
- making sure our behaviour helps others learn;
- having social conversations in social time;
- speaking to and treating others with respect, politeness and kindness.

Excellence around the school, including:

- moving around the school and site smartly and in an orderly way;
- going out of our way to look after others and our environment;
- wearing our uniform proudly.

Excellence in our community, including:

- demonstrate respect and responsibility for members of our community;
- use appropriate language;
- be polite and courteous;
- be outstanding ambassadors of the school and Trust.

If students do not meet these expectations, we will remind them of this. If they continue not to meet the expectations, we will act in line with the 'sanctions' section of this policy.

We cannot allow students to disrupt others' learning. For this reason, if students disrupt learning they will be reminded of our expectations straight away. If they continue to disrupt learning they will continue their lesson outside of the classroom.

### **Things that are not allowed in school**

So that we can keep everyone safe and focused on learning, there are some things that students are not allowed to bring into school. This list isn't exhaustive, as we cannot imagine everything that might cause students or staff not to be safe or able to focus on learning.

Students cannot bring into school:

- knives, regardless of size or purpose;
- weapons of any kind;
- alcohol;
- illegal drugs;
- recreational drugs and 'vapes';
- stolen items;
- tobacco, cigarette papers, filters or other smoking equipment;
- 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.

### **Mobile phones and other smart technology**

We do not allow students to use mobile phones and other forms of smart technology such as tracking devices during the school day. If a student has a mobile phone or another form of smart technology out in school, it will be confiscated and returned to the student at the end of the school. On subsequent occasions, a parent or carer will need to collect the phone.

## **8. Expectations and responsibilities of parents/carers**

Everyone has a role to play in ensuring that our school is a calm and orderly environment. We need parents/carers to work with us to make sure that all students unlock their academic and personal potential. There are some specific things that parents can do to help us. These include:

- openly supporting the expectations in this policy;
- letting us know of any practical difficulties you might have, for example in getting hold of equipment or uniform;
- letting the class teacher or pastoral staff know of anything that might affect your child's ability to behave well in school;
- helping us to celebrate when students have successes or behave well by celebrating the successes at home;
- working with us to resolve issues of poor behaviour - for example coming to a reintegration meeting, reiterating expectations at home, etc;
- personally role modelling the principles of this policy when on the school site.

## 9. Sanctions

Being clear on what sanctions are for helps us to use sanctions effectively.

Sanctions are used for the following purposes:

- to make our high expectations of behaviour clear to the school community;
- to help students reflect on their behaviour and choose to behave differently;
- to enable us to maintain a safe, calm and orderly environment.

We will only use sanctions that are reasonable, fair and proportionate. We will only use sanctions when students do not follow our school's expectations.

Some sanctions are much more serious than others. Therefore, some sanctions can only be applied by more senior members of staff and some only by the headteacher. Please see section 13 for details of our school sanctions. When these local sanction routes are exhausted then all WAT schools may instigate the following as appropriate:

Person responsible	Action	Further details
SLT	Removal from class	<p>Removal is where a student, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a senior leader. We may use removal and align with the guidance in the DfE's behaviour in schools 2022 document when doing so.</p> <p>Removal is different from circumstances in which a student is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this.</p> <p>The use of removal will allow for continuation of the students' education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but will still be meaningful for the student. Parents will be notified the same day if their child has been removed from the classroom.</p>
Headteacher	Managed move	<p>See the exclusions and suspensions policy for full details.</p> <p>Sometimes, a student will benefit from a fresh start at a new school. A managed move aims to support this new start.</p> <p>The behaviour of students outside school can be considered as grounds for a managed move.</p>
	'Off-site direction'	<p>See the exclusions and suspensions policy for full details.</p> <p>The headteacher can require a student to be educated off the school site to improve the student's behaviour.</p>

		<p>This will be discussed with the student and their family, but students and their parents do not need to agree to the off-site direction.</p> <p><a href="#">The behaviour of students outside school can be considered as grounds for an off-site direction.</a></p>
	<p>Suspensions and permanent exclusions</p>	<p>See the exclusions and suspensions policy for full details.</p> <p>When a student returns <a href="#">from a fixed-term exclusion there will be a meeting between the student, parent and a representative of the school.</a> The aim of this meeting is to work together to prevent more exclusions.</p> <p><a href="#">The Headteacher may permanently exclude</a> in line with the Department for Education’s Statutory Guidance. A permanent exclusion will only be used as a last resort, in response to a serious breach or persistent breaches of the school’s behaviour policy, and where allowing the student to stay in the school would seriously harm the education or welfare of the student or other students in the school.</p> <p>The decision to give a suspension or permanent exclusion is a very serious one. The headteacher will always take the context and circumstances into consideration. It is not possible to list all of the reasons that a student could be excluded, but reasons are likely to include:</p> <ul style="list-style-type: none"> <li>● serious violence, actual or threatened, against a student or member of staff;</li> <li>● bringing onto academy premises or being found in possession of a weapon or illegal/recreational substance;</li> <li>● bullying/cyberbullying or other harmful online behaviour;</li> <li>● sexually inappropriate behaviour, sexual abuse or assault;</li> <li>● threatening others – physical or verbal;</li> <li>● deliberate involvement in or instigation of conflict;</li> <li>● verbal aggressiveness;</li> <li>● willful disobedience or serious disrespect to a member of staff;</li> <li>● stealing;</li> <li>● knowingly possessing stolen property;</li> <li>● vandalism and destruction of property;</li> <li>● consistently disrupting learning;</li> <li>● misusing fire alarms or extinguishers;</li> <li>● smoking (including shisha pens or e-cigarettes) drinking alcohol, using or distributing drugs or other illegal substances;</li> <li>● cheating in a test or exam;</li> <li>● any other one-off behaviour considered by the Headteacher to be exceptionally serious.</li> </ul>

## 10. Reasonable force, screening and searching

**10.1** Windsor Academy Trust (WAT) is committed to proactively minimising the need for restrictive interventions through early support, prevention, and de-escalation strategies. The use of restrictive interventions, including reasonable force and seclusion, is a last resort, used only when lawful and necessary to keep individuals and the wider school community safe. All interventions must be:

- **Necessary and Proportionate:** Exercised with the minimum force required.
- **Time-Limited:** Applied for the shortest possible duration.
- **Lawful:** In accordance with Section 93 of the Education and Inspections Act 2006.

**10.2** All members of school staff have a legal power to use reasonable force to prevent or stop a student from:

- Causing injury to themselves or others.
- Committing a criminal offence.
- Damaging property.
- Causing disorder among students.

**10.3** Staff must be aware that the inappropriate or excessive use of force can constitute Physical Abuse. The following are strictly prohibited:

- **Punishment:** Using force as a disciplinary penalty is illegal.
- **Life-Threatening Techniques:** Any pressure to the neck, abdomen, or covering the mouth/nose that affects airway, breathing, or circulation.
- **Unsafe Ground Restraint:** Force on the ground is dangerous; if a student is unintentionally held on the ground, staff must release or re-position them immediately.

**10.4** Definitions of Intervention (DfE Aligned)

- **Restrictive Intervention:** An umbrella term for actions (physical or non-physical) aimed to prevent, restrict, or subdue movement.
- **Reasonable Force:** Using no more force than is necessary for the least amount of time, depending on circumstances.
- **Restraint:** An intervention (physical or otherwise) which immobilises a pupil or limits movement (e.g., holding arms or removing crutches).
- **Seclusion:** A non-disciplinary intervention involving confining a student alone and preventing them from leaving. It must not be used as a punishment and requires specific recording.

**10.5** Any Significant Incident (any use of force going beyond appropriate physical contact like first aid) must be recorded in writing on CPOMS as soon as practicable. This ensures transparency, allows the Trust to monitor patterns/family trends, and supports staff welfare.

**10.6** Schools have a statutory duty to report each significant incident involving the use of force to the student's parents in writing. This must be done as soon as practicable, ideally on the same day, unless doing so would place the student at risk of significant harm.

**10.7** Staff likely to require the use of restrictive interventions will receive adequate training in safe, lawful use and preventative strategies. Following an incident:

- Students and staff will receive emotional support.
- Medical assessments will be provided where injuries are suspected.

**10.8** This section must be read in conjunction with:

- Searching, Screening and Confiscation Guidance.
- The Equality Act 2010 (specifically regarding students with SEND).
- WAT Master Child Protection and Safeguarding Policy.

WAT schools follow the Department for Education guidance outlined in '[searching, screening and confiscation advice for schools](#)'. School staff will always seek a student's permission before any search takes place.

School staff are allowed to search a student if the student agrees. When talking to a student about a search, a member of staff will explain why the search is taking place and how the search will be conducted to help them understand why the search is taking place.

Staff are allowed to search for some items that are prohibited by the school rules *without* the student's permission. They can do this if they reasonably believe that the student has any of the items listed below:

- 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.

We will never ask a student to remove anything other than outer clothing. Unless it is an emergency (for example, a student or students are going to get hurt), searches will be done by a member of staff who is the same sex as the student, with another member of staff there, too. Normally, a search will be done by senior staff. It is important to remember that searching a student is unusual. It does not happen often.

## **Confiscation**

If a student brings in an item that is against the school rules, or that the headteacher considers is inappropriate, this item can be confiscated. Sometimes we will need a parent or a carer to pick up a confiscated item. Sometimes, we cannot return an item to the student. An example of this would be a knife, or something that has been stolen.

## **11. Rewards and recognition**

### **Rewards and Recognition at Kingswinford Academy**

We place a great deal of importance on the positive effect that rewards can have on students of all ability levels.

We talk to students regularly about what they find rewarding, in order to develop a rewards system that engages all students.

Rewards and points are administered via Class Charts (our online platform for Rewards and Sanctions) alongside verbal praise, work displays around school, staff recognition and annual awards evenings.

Students at Kingswinford Academy are rewarded for:

- Excellent attendance
- Correct uniform
- Outstanding effort
- Showing courage
- Being resilient
- Becoming unstuck
- Being compassionate
- Showing creativity
- Being responsible
- Showing respect
- Being collaborative

Students can then spend their Reward Points in the Rewards Shop where they have the option to purchase a range of rewards.

Our King's Quest rewards programme is also linked to our recognition and rewards provision which encourages students to take part in a range of activities that include the WAT Pledge, Attendance Challenges and unique Kings Quest Activities.

Completion of these activities enable students to achieve different badges and to reach a range of stages of recognition.

## **12. Rules and sanctions**

We teach our students to uphold our core values of **ready, respectful and safe**. Our rules and sanctions are focused on ensuring students understand what these core values and how we expect to see them in our school community.

We have clear routines for both within lessons and outside of lessons. These routines are integral to school life, as they ensure each and every child is given the opportunity to unlock their academic and personal potential. Our routines are rehearsed and all members of our community are trained; staff are taught to know how to deliver and uphold and students are taught why we have routines and how to meet them.

### **Class Charts**

Class Charts is our main behaviour system and our main tool of communication with regard to behaviour. Class Charts will provide parents with a live feed of positive and negative behaviour alerts.

### **Classroom Support Plan**

We recognise that even with rehearsed routines, there are times whereby students may not make the right choice. If things go wrong we support students with a “correction.” If behaviours are not corrected following appropriate take-up time then this may result in a “referral” to our student achievement team.

### **Ready to Learn: Equipment and Uniform**

To help our students to meet our expectations we ask that they are ready for school by having the correct equipment and uniform.

#### Equipment

- Charged iPad
- 2 black pens (1 as a spare)
- Green pen
- Pencil
- Pencil sharpener
- Rubber
- Ruler
- Scientific calculator
- PE Kit (School-approved - see uniform policy; only needed on the days your child has PE)
- Technology equipment / ingredients as necessary

#### **Uniform**

We take great pride in our uniform and ask that when purchasing replacement items, these are inline with our school uniform policy, which can be found on the school website.

## **13. Anti-Bullying**

**Further information can be found within our Anti-Bullying Policy which is available on our school website. Please find a summary of our approach below:**

### **Values and Principles**

Everyone at Kingswinford Academy has the right to feel welcome, secure and happy. Only if this is the case will all members of the school community be able to maximise their potential and thrive in all aspects of their education and development. We are committed to creating a climate where bullying behaviour is not accepted by any member of our school community and is reported immediately.

## **Aim**

We are a **TELLING** school. This means that anyone who is aware of bullying should report it immediately. We are also a **LISTENING** school and we are committed to listen to students, parents / carers and staff who report issues of bullying and to investigate their concerns most seriously. To prevent bullying we will;

- o To encourage and promote the 'telling school' ethos.
- o To model that we are also a 'listening school'.
- o To demonstrate that we take bullying very seriously and that it will not be tolerated.
- o To take measures to prevent all forms of bullying within our School.
- o To protect those who might be bullied.
- o To demonstrate that the safety and happiness of all pupils are enhanced by dealing positively with bullying incidents.
- o Preventing any repeat bullying incidents from reoccurring by working with both victims
- o and perpetrators.

## **Our definition of bullying**

Bullying can be defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves and where there is an imbalance of power. Anti-bullying is when everyone in the school understands that bullying is unacceptable. EVERYONE has a part to play in order to stop bullying.

- o Physical – kicking, hitting, pushing, using violence, taking and damaging belongings
- o Verbal – name calling, taunting, mocking, making nasty comments, making threats
- o Emotional – leaving people out/deliberately ignoring them, gossiping, spreading rumours, tormenting (e.g. hiding books, threatening gestures).
- o Cyber-Bullying – bullying using social media/text messages/phone calls/, picture/video clips on phones, instant messenger, email, chat rooms, websites/blogs
- o Racist – racial taunts, inappropriate jokes, graffiti and gestures.
- o Sexual – unwanted physical contact or sexually abusive comments / gender based violence /
- o sexual harassment.
- o Homophobic/Biphobic – discriminating against someone because of their sexual orientation
- o Transphobic – founded on gender identity.
- o Child on child: verbal or physical, by person or by electronic, on-line or written
- o means and can be directed at both staff and pupils
- o This list is not exhaustive.

## **Raising awareness about bullying**

- Bullying is "tackled" through the curriculum via PSHE led by the Form Tutor.
- It is addressed through House and Year Group assemblies.
- It is a topic discussed during our ASPIRE curriculum days during a school year.
- The school participates in Anti-Bullying Week activities and reinforces these throughout the year.

## **Roles and Responsibilities**

Prevention is better than cure so at XXXXX Academy we are vigilant for signs of bullying and always take reports of incidents seriously. We actively seek to be informed about bullying in order to work towards eliminating it from our school. It's ok to **TELL**.

Creating a safe environment is essential for effective learning and ensures that all students' rights to a positive experience are met. Expectations of appropriate pupil behaviour must be made explicit. This requires a **'whole' school approach** which aims to develop a shared awareness and understanding so that a consistent approach to tackling bullying is taken. All members of the school community share the responsibility for preventing and stopping bullying.

**The Headteacher will:**

- o Disseminate the policy to the whole school community via a link on the school website.
- o Implement the policy effectively.
- o Train staff and raise awareness.
- o Monitor, review and evaluate the effectiveness of the policy.
- o Report to the governors on request.
- o Liaise with the Local Authority and WAT Academy Trust to ensure that best practice is shared effectively.

**Staff will:**

- o Take all reports of bullying seriously and respond to each incident accordingly.
- o Inform the Head of Year / House of any concerns/incidents regarding bullying and any actions taken.
- o Head of Year / House will take appropriate action of any intervention/prevention strategies /programmes which involve Student Support Centre programmes to support both the victim and perpetrator.
- o Log all bullying incidents on class charts.

**Students will:**

- o Take responsibility for their own behaviour and actions and treat one another with mutual respect and kindness.
- o Report any incidents of bullying to their Head of House/Year / Form Tutor / Prefect / Anti-Bullying Ambassador / Parent / Carer.
- o Report any incidents that have occurred over social media sites.

**Parents/carers will:**

- o Inform school of concerns raised by their child.
- o Support key messages being given to their child and where appropriate attend meetings and contribute in a positive way.
- o Monitor their child's use of social media regularly if their child uses social media.
- o Expect that all reports of bullying will be dealt with, even if it is requested that the school do not do so, due to our duty of care. Every incident will be dealt with sensitively and anonymously where required.

**The Anti-Bullying Ambassadors will:**

- o Raise awareness of all aspects of bullying such as emotional, physical, racist, sexual, homophobic, transphobic, verbal and cyber through activities / events / media and assemblies.
- o Meet regularly to discuss bullying concerns and implement strategies on how to deal with them.
- o Act as a voice for all students.
- o Plan and deliver assemblies.
- o Review anti-bullying policies.
- o Encourage new ideas.
- o Report any incidents of bullying that they are aware of.
- o Provide support for victims and perpetrators.

- o Liaise with feeder primary schools where necessary.
- o Create surveys for students to complete to monitor all aspects of bullying.

### **Bullying outside of school**

- o If the school becomes aware of any bullying issues outside of school, during term time or school holidays, the school will encourage students and parents to contact relevant agencies i.e. Police, Children's Services and CEOP (Child Exploitation and Online Protection).
- o School may discipline a pupil in accordance with our own Behaviour and Safeguarding Policies, if the misbehaviour poses a risk to a pupil and the reputation of the School.
- o Telephone calls from concerned members of the community are followed up. All reported incidents of bullying are investigated and taken seriously by members of staff.

### **How bullying is dealt with**

Initially, an incident form should be completed giving as much detail as possible and the victim is advised to keep away from the bully as much as possible while the incident is investigated by an appropriate member of staff. In consultation with the Deputy Headteacher (Student Welfare), a decision regarding sanctions will be taken in line with the school's Behaviour Policy. Parents/Carers will be informed if bullying is systematic and/or causing distress to the student and are automatically advised if the incident is a Police matter. Prior to issuing any sanction, where appropriate an investigation is conducted to determine if the challenging behaviour was a **direct or indirect consequence of the pupil's underlying special educational needs** or disability-related triggers.

When there is an identified issue between two students that occurs more than once or is deemed serious then a **STOP agreement** is issued, or it may be issued to prevent recurrent issues. Both the victim(s) and the perpetrator(s) sign this agreement and where necessary parents are informed. The STOP agreement helps students to understand and reinforces our zero-tolerance approach to the situation.

### **Sanctions may include:**

- o Mediation between victim and perpetrator.
- o Parental Meetings.
- o Parents informed about behaviour of their child.
- o Outside agencies informed to support where appropriate.
- o Detention.
- o Refocus.
- o Fixed-term suspension or permanent suspension.
- o Report

(NB: This list is not exhaustive)

### **Support for the victim**

- o The victim is supported by their Form Tutor, House Leader, subject teachers and other members of staff, as appropriate.
- o A Peer Mentor from the Prefect Team or one of our Anti-Bullying Ambassadors can be allocated to the victim to support them.
- o A victim can be attached to a Learning Mentor should it be appropriate.
- o The School Health Advisor can help support the victim should it be required.
- o Counselling is also sometimes advised through the What? Centre.

### **Support for the perpetrator**

The bully is supported by their Form Tutor and/or House Leader in line with the Behaviour for Learning Policy. A bully can be attached to a Learning Mentor should it be appropriate and there may be a referral to a behaviour modification programme run by the SSC (Student Support Centre). The bully will be reminded of the possible consequences of bullying and sanctions for repeated incidents will be clearly explained to him/her – this is also reinforced by the STOP agreement. Persistent bullies will receive firm sanctions and may be excluded from school.

#### **Other parental involvement**

Parents/Carers are reminded regularly to inform their children that they must tell someone should they ever be bullied.

## **STOP agreement**

**The Kingswinford School operates a ‘zero tolerance’ approach towards bullying. This means that, when bullying is identified, we will always take action – a significant punishment will always be issued; support will always be offered; restorative work will always take place. One of the biggest challenges facing the victims of bullying is the potential for further action in response to reporting bullying. One of the biggest challenges facing schools is that the perception of bullying varies between all individuals concerned.**

**The School’s definition of bullying is ‘Several Times On Purpose’ (STOP). There are occasions in which we might seek to prevent bullying taking place where we know there is a risk (either because an incident has not been ‘several times’; does not meet our definition of ‘on purpose’; or because there is not enough evidence to form justifiable response) or following identified bullying incidents. In such cases, we issue a STOP agreement and require all involved students to sign.**