Ysgol Uwchradd Y Frenhines Elisabeth

Queen Elizabeth High School

Moving Forward Together

PUPIL REWARDS & DISCIPLINE (including Anti-Bullying)

POLICY

Curriculum, Standards & Pastoral Committee

Date established by Governing Body: November 2022

Responsible Person – Mrs Sarah O'Kelly

Designated role – Assistant Headteacher

Chair of Governors signature – *Jeremy Griffith*

Date of Review – 5th December 2023

Next review – Autumn Term 2026

Policy Version Control

Version	Date	Page	Section	Reason for review	Summary of amendment	Chair of Governor's signature
2	05/12/2023	All		Three yearly review	Review dates	Jeremy Griffith 5/12/2023

Key points

The Key guiding principles to QEH's Rewards and Discipline Policy are outlined below.

- To create a positive ethos in the school that seeks to reward positive behaviour and constructive attitudes towards school life and learning. This is balanced by a commitment to tackle misbehaviour, and those who disrupt the learning of others, with a measured, flexible and supportive approach to addressing ill-discipline.

- Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.

- The power to discipline also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.

- The head teaches, proprietors and governing body must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.

- Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to arrange to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

The following national and local guidance has been used in the compilation of this policy:

NAFWC 23/2003 Respecting Others

NAFWC 47/2006 Inclusion and Pupil Support Guidance

NAFWC 071/2009 Behaviour in Schools –Safe and Effective Intervention

NAFWC 041/2010 Safe and Effective Intervention – Use of Reasonable Force and Searching for Weapons

WG and Carmarthenshire County Council Policy and Guidance on Anti -bullying in Schools

The policy also reflects the school's Anti-Bullying policy, Race Equality policy and Equal Opportunities policy. This policy reflects the process of consultation and discussion on this issue undertaken during the summer term.

Representative groups involved in the consultation included the pupils, through the mechanism of the School Council, school governors, members of the school's staff and parents.

Included in the *appendix* is the law concerning issues of pupil discipline that can be used as a point of reference.

QEH Pupil Rewards Policy & Discipline

Values and Principles

"The rewards and sanctions system is effective in engaging pupils of all ages, with very positive outcomes."

We are working to become a 'restorative school', where everybody is working hard to build and sustain relationships. Restorative approaches are used by members of staff in all aspects of school life. The great majority of our young people act sensibly, behave well and work hard. It is important that they are commended for doing so. QEH has a Rewards System to supplement the words of praise a student can expect whenever he or she has worked particularly hard, produced an exceptionally good piece of work or made a significant contribution to the school community in some other way. We celebrate achievement through regular assembly, musical events and at the annual Prize Giving Evening.

However, there are times when pupils do not behave, as we would wish. Every community needs clear, enforceable rules in order to protect people and property and to ensure its smooth running. This school is no exception. We have a Behaviour Policy, agreed by staff and students, which covers expectations of behaviour in class and around school. It is reproduced below:

QEH Community expectations.

Attitude

Attendance

Attainment

Respect

Relationships

Responsibility

Registration expectations

Pupils:

Arrive on time

Wear full school uniform

Remove all outer clothing; put phones in bags and bags on the floor

Engage in DACW and form activities

Follow instructions

Accept help and consequences

Staff:

Welcome pupils

Remind pupils of expectations

Check pupil uniform

Lead the class in DACW and other activities

Support pupils to prepare for the day ahead

Praise and reward pupils

Lesson expectations

Pupils:

Arrive on time

Get ready for learning- full uniform, equipment, phones turned off, and no distractions

Engage in lessons and try your best

Staff:

Greet pupils as they arrive

Remind pupils of the rules

Provide pupils with engaging learning opportunities

Praise and reward pupils for trying their best

Unstructured time

Pupils

Treat the school environment with respect

Treat other pupils and staff with respect

Report any issues to staff straight away

Staff

Remind pupils of the 3A's and 3R's

Deal with, or signpost pupils to staff members who can deal with any issues

Supervise pupils (on a rota basis).

Praise and reward pupils

SUCCESS AND ACHIEVEMENT

The use of praise should dominate the learning environment

Achievement Points & Rewards
- Staff should be pro-active in finding the opportunities to reward pupils with Achievement Points.
- Achievement Points are recorded on SIMs
- Praise cards and positive letters/phone calls home are encouraged when pupils have achieved sufficient Achievement Points or when pupils make a positive contribution to an aspect/aspects of school life. Faculties/Departments are to actively encourage a positive and celebratory ethos.
- Early pass to lunch are available to pupils, for positive contributions to school life, Achievement points and 100% or improved attendance.
- The school will seek regular opportunities to rewards pupils. These rewards can include:
  - Own clothes days
  - Cinema experience
  - Rewards trips
  - Prom Points (Year 10/11)
  - Every month, Heads of Learning (HoLs) will ask staff to identify their "Learner of the Month"
  - Merit charts can be updated by pupils in form period and displayed during registration period.
  - 'League tables' to be given high profile e.g. canteen corridor.

Achievement & Effort Review Weeks

Three times each year, the effort and achievement of each pupil is formally recorded. This will be a reflection of effort and achievement across all departments and will enable us to reward pupils for their academic endeavours. All successful pupils will receive a Pastoral Praise Card or positive phone call home.

A 'Learner of the Month' rewards scheme is now in place. Staff are asked to nominate, with reasons, pupils who have made a contribution to that subject. Heads of Learning (HoLs) then select a suitable candidate and their names are displayed in their corridor area. There is an extended assembly for each year group.
All successful pupils will receive a Certificate.

Attendance

In our drive to promote higher levels of attendance (95+ %) we will reward all students with 100% attendance on a half-termly basis.

Termly reward for 100% attendance – Each term will stand alone so each pupil has a 'fresh start' and a new opportunity to achieve at the start of a term. Pastoral Praise Attendance, positive phone call home and Year group reward e.g. early lunch pass.

Annual 100% attendance reward –Pupils with 100% attendance for the year are recognised with a certificate and reward at the end of the year.
Award Ceremonies

We are very keen to promote an acceptance of positive achievement and to share the good work and efforts of our students publicly. Each year the school holds a Prize Evening which rewards pupils for their positive contributions to all aspects of school life.

Rewards Checklist

REWARD	DESCRIPTION
PRAISE	1. Verbal 2. Recorded as Achievement Point on SIMs 3. Diary note 4. Praise Card 5. Meeting with SMT 6. Tea with the Head/Head of School at break time 10 Praise Cards leads to 1 own clothes day (or
Achievement Points Each pupil is entitled to receive an Achievement Point for any positive contribution to the life and ethos of the school. The number of achievement points awarded can vary and is up to the discretion of staff.	Achievement Points are awarded for ; **+1 Point** – Excellent contribution, high quality written work, participation, team work, attentiveness, excellent questioning, endeavour, accuracy, leadership, helpfulness. **+2 Points** – Helpfulness and integrity **+3 Points** – An excellent project, sustained effort over several lessons, excellent performance in assessment, participation in charity, representing school, praise card; extracurricular achievement/House achievement **+5 Points** – Regular attendance at club, Student Voice, 100% attendance (1 term), an excellent school report, representing the school at an event/show and "Learner of the Month" Award. **+10 Points** – Prize at prize Evening, Student of the
Bronze Certificate	**75 Achievement Points**
	Awarded in assembly – suitable reward/reward trip inclusion
Silver Certificate	**150 Achievement Points**
	Awarded in assembly – suitable reward/reward trip inclusion
Gold Certificate	**250 + Achievement Points**
	Awarded in assembly – suitable reward/reward trip inclusion

Platinum Certificate	375 Achievement Points
	Awarded in assembly – suitable reward/reward trip inclusion
GRAND MERIT PRIZE	For the pupil with the highest number of achievement awards in each Year Group. Awarded in Prize Evening – suitable reward/reward trip inclusion

WHAT HAPPENS IF THE STUDENT BREAKS THE BEHAVIOUR CODE?

QEH operates a clear "3 strikes" policy. Pupils will be given the opportunity to cease and desist from disruptive or unruly behaviour. Staff will ask pupils to stop, they will then be reminded that they need to conform or there will be a consequence. On the 3rd occasion a concern/ sanction will be issued and a Behaviour Point recorded on SIMs.

Staff can choose to keep a mental note of their tally of warnings or record names and tallies on the board, either is acceptable.

Concerns

Concerns are designed to promote positive behaviour rather than to simply punish students who break the code of conduct. They are most useful when seen by everyone as a deterrent.

Concerns are best dealt with on the spot by the member of staff and recorded in the concerns page of the Student planner. Concerns will not necessarily result in a sanction.

Sanctions

The most effective consequences are likely to be simple reprimands backed up by the authority of staff within the school. Consistency is essential and reprimands should be used effectively and sparingly.

General guidelines
Members of staff should:

- refer pupils to school rules

- make it clear that they are criticising the behaviour and not the person

- avoid early escalation to more severe consequences

- avoid whole group sanctions that punish the innocent as well as the guilty

- take account of individual circumstances and needs.

Please see the attached *Behaviour Procedure* for clear guidance on the suitable sanctions employed in relations to breaches of school rules. At all stages below, notes to record incidents can be made on the SIMS register using the "comments" facility.

Stage 1
Initially poor or inappropriate behaviour/poor work should be identified and dealt with by the class teacher e.g. unequipped pupils, work completion issues, non –completion of homework, minor low level disruption. Stage 1 behaviours should not be recorded as "unresolved" on SIMS. Appropriate comments should be written in the student Planner and recorded on SIMS. Parents/form tutors should be aware of this problem. Suitable action should then be initiated to address the problem. Classroom sanctions are best arranged as a hierarchy (see sheets in classrooms):

- verbal warning

- being moved

- held behind at end of lesson for brief discussion with staff

- exit from classroom –short "cooling off" period outside classroom

Stage 2
If unacceptable behaviour continues, the class teacher will inform HOL/SL via SIMS message and parents informed via the Planner. The class teacher will work with the Standards Leader and agree a joint strategy for pupils.
They may decide on an appropriate course of action e.g.

- interview with SL

- pupil placed with another member of the department or SL for lesson

- pupil placed in departmental/AoL lunchtime detention (this should be more onerous than the sanctions employed by the classroom teacher)

- phone call home (record on SIMS)

Stage 3
If problems are unresolved, persist or are of a more serious nature a referral is made to the relevant HoL. The relevant SLT link may also become involved at this stage.

- Pupils may be placed in after school detention or complete lunchtime duties.

- Parents are informed

- After referral, pupils may be placed on extended report via SIMS and parents are informed

- Relate need to be informed for possible referral to Behaviour Support or for intervention work to support the pupil.

- If problems persist, the pastoral lead must be informed.

Stage 4
Remove/Inclusion Strategies
Target card/achievement record – possibly leading to a Pastoral Support Plan or Individual Behaviour Plan. Possible inclusion strategies might be employed. This will be agreed members of SLT, HoL and Relate. Pupils will be kept away from their peers and will be given academic work or other constructive activities to complete.
Only members of the SLT have the authority to "remove" a pupil.

Stage 5
Fixed term exclusion.
Parents will be informed and a pre-exclusion meeting arranged with a relevant member of the SLT. In some circumstances the meeting can be arranged before the pupil is re-admitted in order to have an effective support plan in place. Only the head teacher has the power to exclude a pupil.

Stage 6
Permanent exclusion
In these rare instances, the school will follow the procedures laid down by Welsh Government. Permanent exclusion is only considered in the most extreme of circumstances.

Depending upon the nature of the incident, some stages may be accelerated. For more serious incidents, including those which have the potential to endanger the health and safety of a member of the school community.

EXCLUSION
Exclusion can take place:

- in response to serious breaches of the school's behaviour policy

- once a range of alternative strategies have been tried and have failed

- if allowing the pupil to remain on site would seriously harm the education or welfare of the pupil or of others in the school.

Only the Head teacher has the power to exclude.

All exclusions must follow WAG guidelines and require formal documentation.

We are not allowed to exclude for poor attendance or truancy; the failure of parents to co - operate; minor behaviour code infringements.

WAG guidance discourages exclusions of more than a day or two. Exclusions should always be seen as the sanction of last resort.

Staff Support

It is important that all staff feel that they can ask for support if faced with difficulties with a class or individual pupil. Promoting and achieving positive behaviour is a collective responsibility. In the first instance, this can be from departmental colleagues. However, other colleagues including the relevant Head of Year, Assistant Head or other SLT member will provide advice and support.

All staff are provided with the opportunity for additional training on classroom management through their CPD/Performance Management arrangements. Good quality training will be made available on behaviour management. Sharing good practice sessions can focus on this issue. The school hold regular INSET on classroom management. All staff have been provided with a Classroom Management Handbook which is available on the staff shared area.

Colleagues can make use of the 'on call' system to gain assistance.

"On call".

Please note there is a "rota" with individual staff named to be on call at particular times. Any member of SLT may answer a call for assistance if they are free.
Any neighbouring teacher or, for example a SL, HoL, can be called on for help if needed.

Otherwise assistance can be called by:

Phoning reception– a member of pastoral staff or SLT will be contacted to provide assistance

Emailing reception with a request for support

Sending a reliable pupil to reception to request assistance - as above.

Behaviour Procedure

		Incident	Action/Strategy	Behaviour Points	Staff Involved

Sta ge 1	Minor instances of classroom misbehaviour: • Arriving late for lessons without note. • Not listening or following instructions. • Poor effort at classwork/ homework. • Chewing in class • Arriving without proper	A verbal warning Note in planner / Concern Record on SIMS	-1	Subject/Class teacher
Sta ge 2	Minor instances of classroom misbehaviour and disruption of learning: • Non completion of homework. • Disrupting learning • Using a mobile phone without permission • Use of bad language • Lack of respect for own/others property	5 – 15 minute Break time detention / Lunchtime detention Record on SIMS Contact parents Note in planner	-2	Subject/Class teacher
	Persistent minor misbehaviour occurring at break time or lunchtime.	Break time detention/ Lunchtime detention Record on SIMS Contact parents	-2	Teachers Form Tutor
	Minor misbehaviour / disruption to learning persists or non - completion of homework: • Treating others without respect. • Failure to attend detention • Persistent poor behaviour • Persistent disruption to learning • Repeated use of mobile phone without permission (Confiscated) • Rude & unkind to others	15- 30 minute Lunchtime detention Report to Head of Dept./Area Coordinator Referral to Form Tutor / HoL Record on SIMS Contact parents	-3	Subject teacher Head of Dept. / Area Coordinator HoL informed - referral
Sta				

Sta ge 3	Minor misbehaviour persists, disruption to learning across curriculum areas: ■ Failure to attend subject detention. Persistent lack of class work/homework. ■ Truancy. ■ 3 x late in a fortnight. ■ Internal truancy. ■ Rude/unkind behaviour. ■ Defiance ■ Continual Lack of equipment ■ Disrespectful towards staff ■ Encouraging others to fight ■ Truancy	40 minute After School Detention Inform HoL Internal monitoring/ report sheet circulated to staff (email + SIMs) Record on SIMS Contact parents Letter home HoL Meets with parents	**-3**	Subject Teacher Form Tutor Head of Depts. / Standards Leader HoL HoL informed – referral.
Sta ge 4	Misbehaviour which prevents learning taking place whilst pupil is present in the classroom. ■ Failure to attend detention ■ Intimidating or threatening behaviour ■ Smoking or in the company of smokers ■ Out of bounds/leaving the school site without permission ■ Failure to attend HoD/SL/HoL detention ■ Continued lesson detention ■ Bullying behaviour ■ Graffiti/Vandalism ■ Verbal abuse towards staff ■ Unsafe behaviour ■ Racist comments ■ Leaving class without permission	45 minute – 1 hour After School Detention (inc. Senior Staff Detention) **Removal from lessons to Inclusion.** Pupil will be supervised according to School/area policy. Incident recorded on referral slip Internal monitoring report sheet circulated to staff (email + SIMs) Record on SIMs Contact parents Letter home HoL to organise parents meeting	**-4** **-5**	Subject Leader Heads of Dept/ Standards Leader Form Tutor HoL Assistant Headteacher

	Following removal from lessons	Parental interview to agree on a Positive Behavioural Plan following removal from lessons. Pupil to be fully involved in creating plan. TAF Coordinator involvement to ensure appropriate level of support is implemented. Report card to be signed by each teacher. Parents to sign off report. Outside agencies		HoL Form Tutor TAF Coordinator ALNCo Behavioural Support Team Ed. Psychologist.

Stage 5	Persistent misbehaviour which prevents learning taking place whilst pupil is present in the classroom/Persistent misbehaviour outside classroom environment: ■ Serious verbal abuse towards staff ■ Assault/Fighting ■ Theft ■ Continued truancy ■ Significant anti-social behaviour ■ concern	1 Hour Senior Staff / Head of School Detention Removal from lessons to **Inclusion for 1 day – Internal Exclusion**. Pupil will be supervised according to School/area policy. Parental interview to discuss Pastoral Support Plan (PSP) that may include reduced timetable. These need to be: ■ Agreed upon by parents ■ Monitored each week ■ Reviewed every two weeks ■ parental interview ■ Short term only half term. ■ Involving outside agencies	**-5** **-6**	HoL/ Asst Head of School Headteacher ALNCo Behavioural Support Team Ed. Psychologist
	Extreme cases of misbehaviour as set out in Exclusion Policy. All incidents to be thoroughly investigated, staff/pupils produce written records of events. A decision to exclude will be taken: ■ In response to serious breaches of school's behaviour policy. ■ If allowing the learner to remain at school would seriously harm the education or welfare of the learners or others at school. ■ Serious assault/Unprovoked assault ■ Significant disruption issues ■ Persistent truancy ■ Use of offensive language towards staff ■ Intimidating behaviour ■ Significant health and safety	**Possible External Exclusion** (Follow exclusion Policy outlined below) Correct procedure to be followed (Exclusion Policy). Fixed term exclusion. Contact parents Letter from HT to parents. Parents must accompany child on return to school. Pupils/parents agree upon Behavioural Action Plan. Record on SIMS.	**-7**	HoL TAF Team SLT Governing Body.

Stage 6	**Permanent Exclusion** A decision to permanently exclude will be the final step following a wide range of other strategies. In exceptional circumstances it may be appropriate to exclude for first or one off offence: Serious actual or threatened violence against another learner or member of staff. Sexual abuse or assault. Supplying an illegal drug. Use or threatened use of an offensive weapon. In these cases it would be appropriate for schools to inform the police. Other agencies could be consulted e.g. Youth	**Extreme Sanction** Correct procedure to be followed (Exclusion Policy) Fixed term exclusion Contact parents Contact Local Authority Contact Governing Body		SLT Headteacher Governing Body Local Authority Outside Agencies

N.B. Those pupils who are issued with/obtain 100 Behaviour Points will be asked to attend a meeting, with their parents, with their Head of Pupil Progress and a member of the Senior Leadership Team. At 150 Points they will bas asked to attend a meeting with the Head of School, Mr

APPENDIX

What the law says:

The head teacher must set out measures in the behaviour policy which aim to:

- promote good behaviour, self-discipline and respect;

- prevent bullying;

- ensure that pupils complete assigned work; and which

- regulate the conduct of pupils.

When deciding what these measures should be, the head teacher must take account of the governing body's statement of behaviour principles. The head teacher must have regard to any guidance or notification provided by the governing body which may include the following:

- screening and searching pupils;

- the power to use reasonable force and other physical contact;

- the power to discipline beyond the school gate;

- when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour; and

- pastoral care for staff accused of misconduct.

The Head teacher must decide the standard of behaviour expected of pupils at the school. He or she must also determine the school rules and any disciplinary penalties for breaking the rules.

Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff.

Behaviour and sanctions

A clear school behaviour policy, consistently and fairly applied, underpins effective education. School staff, pupils and parents should all be clear of the high standards of behaviour expected of all pupils at all times. The behaviour policy should be supported and backed-up by senior staff and the head teacher.

Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.

Schools should have in place a range of options and rewards to reinforce and praise good behaviour, and clear sanctions for those who do not comply with the school's behaviour policy. These will be proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil.

When poor behaviour is identified, sanctions should be implemented consistently and fairly in line with the behaviour policy. Good schools will have a range of disciplinary measures clearly communicated to school staff, pupils and parents. These can include:

- A verbal reprimand.

- Extra work or repeating unsatisfactory work until it meets the required standard.

- The setting of written tasks as punishments, such as writing lines or an essay.

- Loss of privileges –for instance the loss of a prized responsibility or not being able to participate in a non-uniform day (sometimes referred to as 'mufti' days).

- Missing break time.

- Detention including during lunch-time, after school and at weekends.

- School based community service or imposition of a task –such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after mealtimes; or removing graffiti.

- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed "on report "for behaviour monitoring.

- In more extreme cases schools may use temporary or permanent exclusion.

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"

Maintained schools 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.

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.

Detention
What the law allows:
Teachers have a power to issue detention to pupils (aged under 18).

Schools must make clear to pupils and parents that they use detention (including detention outside of school hours) as a sanction.

The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

a) any school day where the pupil does not have permission to be absent;
b) weekends - except the weekend preceding or following the half term break; and
c) non-teaching days –usually referred to as 'training days', 'INSET days' or 'non-contact days'.

The Head teacher can decide which members of staff can put pupils in detention.

For example, they can limit the power to heads of year or heads of department only or they can decide that all members of staff, including support staff, can impose detentions.

Matters schools should consider when imposing detentions:
- Parental consent is not required for detentions.
- As with any disciplinary penalty a member of staff must act reasonably given all the circumstances
- With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

Detentions outside school hours
School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the pupil at risk.

- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.

- Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely; and

- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

Confiscation of inappropriate items
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 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. 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" 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 or 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.

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

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal

drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Schools can also identify additional items in their school rules which may be searched for without consent, in these circumstances force cannot be used to search for these items.

Seclusion / isolation rooms

Schools can adopt a policy which allows disruptive pupils to be placed in an area away from other pupils for a limited period, in what are often referred to as seclusion or isolation rooms. If a school uses seclusion or isolation rooms as a disciplinary penalty this should be made clear in their behaviour policy.

As with all other disciplinary penalties, schools must act reasonably in all the circumstances when using such rooms. Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances. The school must also ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare.

It is for individual schools to decide how long a pupil should be kept in seclusion or isolation, and for the staff member in charge to determine what pupils may and may not do during the time they are there. Schools should ensure that pupils are kept in seclusion or isolation no longer than is necessary and that their time spent there is used as constructively as possible. Schools should also allow pupils time to eat or use the toilet.

QEH Anti-Bullying Policy

What is bullying?

Bullying is expressed through a range of hurtful behaviours: it can happen face-to-face or in the digital environment. It can be carried out by an individual or group but is generally executed in front of an audience to assert power or popularity. It may involve an element of secrecy so that adults are not aware of it. Bullying differs from an argument, a fight or friendship fallout in that it:
 • is deliberate or intentional
 • is generally repeated over time
 • involves a perceived imbalance of power between perpetrator and target
 • causes feelings of distress, fear, loneliness, humiliation and powerlessness.
It is recognised that a one-off incident can leave a learner traumatised and nervous of reprisals or future recurrence.

 The Welsh Government expects intervention to be immediate whether it is bullying or any other one-off negative behaviour. The Welsh Government expects one-off incidents that do not appear to be the start of bullying to be handled as inappropriate behaviour and addressed under the school's behaviour policy.

This policy is designed to help in securing the school's aims and vision for all pupils. By cooperating and trusting each other we aim to ensure that each pupil reaches the peak of their ability and talents. We shall do so by offering opportunity, support, and guidance within a positive, open minded, safe and civilized school community.

Positive behaviour and attendance are essential foundations for a creative and effective learning environment in which all members of the school community can thrive and feel respected, safe and secure.

This policy is designed to consistently secure an acceptable standard of behaviour and to promote self -discipline, proper regard for authority and respect for others. In particular these measures should aim to prevent all forms of bullying, including racial harassment.

There are a number of distinctive elements associated with bullying. These include, but are not limited to:
• intention to harm – bullying is deliberate with the intention to cause harm. Those who bully others are often skilled at knowing exactly how to humiliate or hurt their target, picking on key aspects of their appearance, personality or identity that produces the effect wanted. They seek out the area in which they have power over their target
• harmful outcome – someone or a group is hurt physically or emotionally. They can be isolated, humiliated or made fearful. Their sense of self-worth is reduced
• direct or indirect acts – bullying can involve direct aggression such as hitting, as well as indirect acts such as spreading rumours, revealing private information about someone or sharing intimate images with people for whom the information/images were not intended
• repetition – bullying usually involves repeated acts of negative behaviour or acts of aggression. An isolated aggressive act, such as a fight, is not usually considered bullying. Yet any incident can be the start of a pattern of bullying behaviour which develops subsequently. That is why incident records are so valuable
• unequal power – bullying involves the abuse of power by one person or a group who are (perceived as) more powerful, often due to their age, physical strength, popularity or psychological resilience.

How is bullying expressed?
Bullying can take many forms, including:
• physical – kicking, tripping someone up or shoving them, injuring someone, damaging their belongings or gestures of intimidation
• verbal – taunts and name-calling, insults, threats, humiliation or intimidation
• emotional – behaviour intended to isolate, hurt or humiliate someone
• indirect – sly or underhand actions carried out behind the target's back or rumour spreading
• online – using any form of technological means, mobile phones, social networks, gaming, chat rooms, forums or apps to bully via text, messaging, images or video
• relational aggression – bullying that tries to harm the target's relationships or social status: drawing their friends away, exploiting a person's special educational needs (SEN) or long-term illness, targeting their family's social status, isolating or humiliating someone or deliberately getting someone into trouble

• sexual – unwanted touching, threats, suggestions, comments and jokes or innuendo. This can also include sextortion, so called 'revenge porn' and any misuse of intimate, explicit images of the learner targeted

• prejudice-related – bullying of a learner or a group of learners because of prejudice. This could be linked to stereotypes or presumptions about identity. Prejudice-related bullying includes the protected characteristics. Prejudice can and does also extend beyond the protected characteristics and can lead to bullying for a variety of other reasons such as social status and background.

Bullying and safeguarding

Some cases of bullying might be a safeguarding matter or require involvement of the police. 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 (or young person) is suffering, or is likely to suffer, significant harm'. Where this is the case, the school must report their concerns to their local authority's social services department.

What is not bullying?

Some behaviour, though unacceptable, is not considered bullying and these instances will be dealt with in accordance with the school's behaviour policy to prevent an incident potentially escalating to become bullying.

The following examples are cases which would not normally be considered bullying:

• friendship fallouts – a friendship feud may however deteriorate into bullying behaviour that is enabled by the fact that former friends have an intimate knowledge of the fears and insecurities of one another. Children and young people who are targeted by former friends feel the betrayal deeply and are frequently isolated from their former friendship group

• a one-off fight – the Welsh Government expects it to be addressed according to the school's behaviour policy unless it is part of a pattern of behaviour that indicates intentional targeting of another individual

• an argument or disagreement – between two children or young people is not generally regarded as bullying. Nevertheless they may require assistance to learn to respect others' views

• a one-off physical assault – this will stopped and addressed immediately. Police involvement in cases where physical assault has happened may also be appropriate

• insults and banter – children and young people will often protest that an incident was a joke or banter. If two friends of equal power are in the habit of bantering with one another it is not deemed to be bullying. If one learner uses banter to humiliate or threaten another who is powerless to stop it and made fearful by the act, the border between banter and bullying is likely to be crossed

• a one-off instance of hate crime – unless this behaviour is repeated it would not usually be regarded as bullying but it would be criminal behaviour. If considered necessary, the school would involve the police.

Our anti-bullying strategy

At QEHS we have a whole school approach to raise awareness throughout the school that bullying will not be accepted and seek opportunities to learn about and celebrate difference. As a school we believe it is important to engage with parents/carers to ensure as partners we work

together. It is imperative that children and young people are taught, both at home and in school, about building and maintaining respectful relationships. This is the foundation on which positive behaviour is based. Parents/carers have an important role to play, as part of the school community, in taking responsibility for their child's behaviour inside and outside school; so too do schools. Partnership working between the school and parents/carers to maintain high standards of behaviour and to encourage respect and kindness towards other people is vital.

The school has an anti- bullying lead who will oversee all cases of bullying. In most cases the issues will be dealt with by the relevant HOL in conjunction with the anti-bullying lead. There will be regular discussions with staff, young people and other stakeholders about bullying and how to prevent it and review the systems in place to ensure they are fit for purpose.

If a pupil is being bullied, or someone suspects bullying it needs to be reported as soon as possible to a member of staff. The member of staff needs to take down the details and pass these on to the HOL linked to the pupil who is being bullied. If a member of staff suspects a pupil is being bullied they need to pass on their concerns to the relevant HoL at the earliest opportunity. The HOL will investigate the claim and take statements from all parties and witnesses. The HoL in conjunction with the anti-bullying lead will make a judgement on the best course of action. This will involve all parties including parental involvement and the use of external agencies where deemed appropriate. If a parent/carer has concerns then they need to contact the HoL at the school who will collect the information and deal with the issue presented keeping the parent/carer informed of the action being taken.
There are a variety of intervention methods that the school will use to support all parties and

these will be decided upon on an individual case basis and opt for the strategy that will best

address the root cause of the issue or providing a medium- or long-term solution. Examples of these include:
• mediation – this involves helping the perpetrator and target of bullying talk about the issue and agree on a solution
• restorative approaches – built on values, which separate the person from the behaviour. They promote accountability and seek to repair any harm caused in a situation
• building resilience – strengthening the learner's ability to effectively cope, adjust or recover from being bullied or facing other sources of trauma, stress or adversity; equipping learners with a solid foundation or emotional resilience by ensuring that they feel accepted
• peer support – is about children and young people feeling accepted and included by other learners. It can help individuals feel like they belong in a school and can be an important factor in reducing bullying and conflict. It can be encouraged in schools in both informal and formal ways.

In instances where the allegation of bullying is upheld the pupil who has been bullying will be dealt in accordance to the Pupil rewards and Discipline Policy, and or other relevant policies alongside the interventions mentioned above. In addition to this the pupil will have the incident logged on SIMS and incidents will be monitored. Effective record maintenance enables the school to review an incident, check whether there are other reports concerning the learners

involved and make a decision in the light of what is recorded in a holistic and informed way. It

also allows the school to evaluate trends within the school and the community and to be aware if changes in procedure are needed due to a change in context.

If an intervention is not working as intended, or another bullying report is upheld the school will work with the learners involved and their parents/carers to review the case, and a new intervention will be tried. Where cases are resistant to resolution, regular reviews and ongoing communication between all parties is vital to ensure interventions are working properly. Plans

can include work for the family to do at home and the school's values should be supported.

It is a basic entitlement of all our children that they are educated in an environment which is safe, comfortable and free from humiliation, oppression and abuse. Queen Elizabeth High School offers an atmosphere which is caring and protective and instances of bullying are rare and short-lived. Nevertheless, bullying is a regrettable feature of all schools and it is important that mechanisms are in place to deal appropriately with instances as they occur.

Appendix 1

Further information and support can be found at:
Bullying Bullies Out – Anti-bullying charity based in Wales that works with individuals, schools, colleges, youth and community settings. E-mentors offer online support (e-mail mentorsonline@bulliesout.com).
 www.bulliesout.com e-mail: mail@bulliesout.com
Anti-Bullying Alliance – Information for schools, parents/carers and children and young people on all aspects of bullying.
www.anti-bullyingalliance.org.uk
Kidscape – Anti-bullying charity that runs workshops for children and young people who have been bullied. www.kidscape.org.uk
The Diana Award – Trains young anti-bullying ambassadors to help others.
www.antibullyingpro.com

Helplines and support services

General Samaritans – Charity dedicated to reducing feelings of isolation and disconnection that can lead to suicide. E-mail, live chat and other services available. www.samaritans.org Tel: 116 123 (English-language line – free to call) Tel: 0808 164 0123 (Welsh-language line – free to call)
Rethink Mental Illness – Advice and information for people with mental health issues. www.rethink.org Tel: 0300 500 0927
Mencap Cymru – Advice and information about learning disabilities. https:// wales.mencap.org.uk Tel: 0808 8000 300
Children and young people Meic – Information advice and advocacy for young people. www.meiccymru.org Childline – Provide counselling for anyone aged under 19 in the UK. www.childline.org.uk Tel: 0800 1111

Kooth – Online counselling and emotional well-being platform for children and young people. www.kooth.com CALL (Community Advice and Listening Line) – Emotional support and information/literature on mental health and related matters for the people of Wales. www.callhelpline.org.uk

Parents/carers Family Lives – Support and advice for parents/carers. Tel: 0808 800 2222 ParentZone – Support and advice for parents/carers. www.parentzone.org.uk YoungMinds – Support to help improve the mental health of children and young people. www.youngminds.org.uk Tel: 0808 802 5544 (parents'/carers' helpline) Schools/professionals Professionals Online Safety Helpline – For those working with children and young people who require help for an online issue. Tel: 0344 381 4772 e-mail: helpline@saferinternet.org.uk Advice and support networks

General Internet Watch Foundation – For reporting online images of child sexual abuse. www.iwf.org.uk Victim Support – Report hate crime in Wales. www.reporthate.victimsupport.org.uk CEOP (Child Exploitation and Online Protection) – If child sexual abuse or exploitation is suspected. www.ceop.police.uk

NSPCC – National Society for the Prevention of Cruelty to Children. www.nspcc.org.uk Tel: 0808 800 5000

Mental Health Matters Wales – Works with people who have a mental health-related issue. www.mhmbcb.com/index.htm

The law relating to bullying:

There is no legal definition of bullying in Great Britain, but broader legislation can be applied to address certain acts of bullying. Legislation applies in Wales, the UK and internationally that aims to protect the rights of children and young people to a life free from abuse and harm including bullying. Existing legislation and international conventions with relevance to bullying in Wales include, set out in chronological order, the following:

• Protection of Children Act 1978 (as amended)

• Malicious Communications Act 1988

• Criminal Justice Act 1988

• Children Act 1989

• Education Act 1996

• Protection from Harassment Act 1997

• Human Rights Act 1998

• Education Act 2002

• Sexual Offences Act 2003 (as amended)

• Children Act 2004

• United Nations Convention on the Rights of the Child (UNCRC)

• United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)

• Education and Inspections Act 2006

• Learner Travel (Wales) Measure 2008

• Equality Act 2010

• Rights of Children and Young Persons (Wales) Measure 2011

• Social Services and Well-being (Wales) Act 2014

• Serious Crime Act 2015

• Counter-Terrorism and Security Act 2015.