Positive Behaviour Policy

This policy has been written in conjunction with Solihull LA guidance. At the end of this document there are a number of appendices which provide useful information and support the implementation of the policy.

Contents

Ethos

We believe:

- Our whole school agreed core values underpin the ethos we create and maintain.

- Discipline is a key feature of school life about which there should be a clear, shared understanding between the Headteacher, all staff, parents, governors and children.

- In order to create a positive school culture all staff must positively reinforce appropriate behaviour.

- Children have the right to learn and teachers must be enabled to teach them.

- Children are entitled to a 'hearing' – in a culture of no evidence-no blame-no punishment.

The staff of Monkspath School will follow this policy that encourages a positive approach to behaviour management, by using a system of rewards and sanctions and achieving a balance between recognition, responsibility, respect and trust. We work closely with parents to help achieve this.

Aims and Expectations

Our primary aim is that every member of the school community is treated fairly and feels values and respected. We are a caring community whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. We expect every member of the school community to behave in a considerate way towards others. We aim to help children grow in a safe and secure environment, and to become positive and increasingly independent members of the school community who develop personal responsibility for engendering the good care and welfare of others.

The school has a basic school code (our 'Umbrella Code') which is a means of promoting good relationships, so that people can work together as a school community in an effective, considerate and safe way.
In addition to this code, at the start of the school year individual Departments (Foundation Stage, Key Stage One, Key Stage 2) agree class rules and rewards with the children.

We treat all children and adults fairly and apply this behaviour policy in a consistent way.

Roles and Responsibilities
All staff are encouraged to promote positive attitudes to learning and behaviour.

Pupils
Pupils are expected to:
- Take responsibility for their own behaviour;
- Take part in the caring, sharing ethos of the school;
- Know and understand the rules, rewards, sanctions and the consequences of their actions;
- Work to the best of their ability to complete the work which is asked of them by their teacher.

Teachers

The class teacher is responsible for the management of the behaviour of his/ her class, using the systems detailed in this policy. Teachers will achieve this by:

- Being calm, good humoured and having high expectations for the good behaviour of **all pupils in the school;**
- Having high expectations of the children in terms of behaviour and striving to ensure that all children work to the best of their ability;
- Treating all pupils equally and showing concern and respect for them;
- Making time to respond to children according to their needs;
- Making rules clear and implementing them firmly but fairly with sensitivity;
- Using praise rather than criticism to guide;
- Reporting to parents about the progress of children in their class, in line with the whole school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child in line with the school sanctions.
- Linking with the breakfast and teatime club to ensure effective communication takes place.

Behaviour Coordinator/ SENCO

The roles of the Behaviour Coordinator and SENCO are:

- To respond to behaviour concerns from school staff;
- To help staff to self-assess classroom practice in order to identify antecedents, triggers and patterns in behaviours giving cause for concern and to support 'in class' interventions.
- Ensure that advice is available where needed;
- Ensure appropriate intervention;
- Liaise with other members of school staff, including the, Headteacher, and Senior Leadership Team;
- Liaise with parents;
- Liaise with outside agencies.
- During an IBP meeting with a teacher and parent the BeCo will record the nature of concern and evidence, relevant background information, relevant teaching and learning issues, external and additional support and resources. Specific target behaviours (maximum of 3), the frequency and success criteria, rewards and sanctions and monitoring and review dates will all be included on the IBP.

Head Teacher

It is the responsibility of the Head Teacher (School Standards and Framework Act, 1998) to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all of the children in the school.

The Headteacher will:
- Support the staff by implementing the policy, by setting standards of behaviour and by supporting staff in the implementation of the policy.
- The Headteacher has the responsibility for deciding when a fixed term exclusion is appropriate as a sanction for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. The Headteacher will inform the child's parent, the Governors and the Local Authority if this decision is made.

Lunch Time Supervisors

Lunch time supervisors are responsible for the behaviour of children at lunch times. Lunch time supervisors will:

- Be calm, good humoured and having high expectations for the good behaviour of **all pupils in the school;**
- Treat all pupils equally and showing concern and respect for them;
- Make time to respond to children according to their needs;
- Make rules clear and implementing them firmly but fairly with sensitivity;
- Use praise rather than criticism to guide;
- Follow the systems in this behaviour policy;
- Reward acceptable behaviours with raffle tickets.
- Promote positive attitudes and uphold the school ethos during lunch times;
- Refer any behaviour issues to class teachers at the end of lunch time;
- Refer any serious behaviour issues to the Senior member of staff on duty at lunch time.

Parents

We work closely with parents and ask them to:

- Work collaboratively with the school so that children receive consistent messages about how to behave at home and at school;
- To read and fully support our code of behaviour (found in the school prospectus and on the website).
- Support their child's learning and to cooperate with the school, as set out in the home-school agreement;
- Contribute to a constructive dialogue between home and school;
- Support the actions of the school (with regard to our rewards and sanctions).

Governors

The Governing Body has the responsibility of reinforcing these general guidelines on standards of behaviour and discipline, and of reviewing their effectiveness. The Governors support the Headteacher in carrying out these guidelines. Whilst the day-to-day authority to implement the school behaviour and discipline policy is Headteacher's responsibility, the Chair of Governors may be advised by the Headteacher about particular disciplinary issues.

Our School 'Umbrella Code'

Our school 'Umbrella Code' is our set of whole school rules. This code is displayed around the school in the corridors and is used as a reminder.

Our School Umbrella Code

Our code to keep us safe. We will:
- Walk everywhere in school
- Work and play safely
- Follow the 'SMART' rules when using a computer

Our code to keep us happy. We will:
- Show each other friendship
- Be kind to one another
- Have good manners

Our code to help us work. We will:
- Listen to each other
- Always try hard and do our best
- Include each other

Our code for taking care. We will:
- Look after our school, respecting the building and equipment
- Take care of belongings
- Show respect and be polite to all others
- Use a quiet voice in school

In addition to our school Umbrella Code each department agrees its own list of complimentary rules with the children. These agreed rules are displayed in each classroom alongside our rewards and sanctions. Staff regularly refer to this and we take a whole school approach to ensuring positive behaviour in and around school. All staff share a corporate responsibility for the safety, well being and good behaviour of all of the pupils in the school.

PPA and Supply Staff
All relevant, key information (for example IEPs, IBPs, positive handling plans etc) should be shared with staff covering PPA sessions or for other reasons known in advance by the class teacher. This should take place before the session and at regular intervals throughout the term as necessary. In the case of staff covering at short notice Year Group colleagues should ensure that key information is shared. Information regarding specific behavioural needs of children is kept in the classroom.

<u>Rewards and Sanctions</u>

- <u>Verbal praise</u> – personal, one-to-one, group and/ or whole class

- <u>Non-verbal praise</u> – thumbs up, smile, stickers etc.

- <u>Key Stage 1 'zone board'</u>

Each Key Stage 1 classroom displays a 'zone board' which works as a visual reminder for each child so that they can see how well they are behaving. The zone board contains the following series of statements:

- Everybody will start each morning and afternoon in the **GREEN zone**.
- When your teacher sees excellent behaviour you move into **GOLD zone**.
- If your behaviour is not as good as it should be, your teacher will remind you of our classroom code and will give you a warning.
- If you get a 2nd warning you will move down to the **ORANGE** zone and will miss 5 minutes of break time.
- If your behaviour is still not as it should be and the teacher has to give a 3rd warning, reminding you of the school rules again, you will move to the **RED**. You will have to complete your work at break time and will miss 10 minutes play time. This will be written in the Year Group Cause for Concern book.
- At the end of the session, everyone who is in the GOLD will be rewarded by their teacher. This may be a sticker, personal point or something else!

- <u>Class Points</u>
Class points – class points are given out in 1's or 2's. Class points are collected and count towards agreed rewards eg from additional break treats to extra curricular activities. Rewards are given for every 25 class points collected. Rewards are negotiated with the Key Stage in September and agreed by the Head Teacher. The reward list is displayed in each classroom.

- <u>Personal Points</u>
Personal Points – personal points are awarded to individual children. All children receive small stickers which represent one point each. All children start from '0' points at the beginning of each academic year.

<u>Foundation Stage</u>
Children in the Foundation Stage are given stickers and 'points pebbles'. A certificate is given out to the child who is awarded 'Star of the Day' and 'Star of the Week'.

<u>Key Stage 1</u>
Children in Key Stage 1 collect 'points pebbles' and receive a certificate for every 10 points earned. Children in Key Stage 1 receive a special certificate and a coloured badge once they have collected 100 personal points. A certificate is given out to the child who is awarded 'Star of the Week'.
<u>Key Stage 2</u>
Children in Key Stage 2 collect the stickers, keeping them in the front of their home-school diary. Children in Key Stage 2 need to complete a personal point slip for every 25 points they collect and hand it to the Deputy Head Teacher, who will keep a record and write the certificates.

It is expected that **all** children will have received a certificate for at least 25 points no later than the end of the Autumn Term.

Children in Key Stage Two receive certificates in assembly once they have collected 25, 50, 75, 100 (along with a coloured badge), 125, 150, 200 (Head Teacher's award) and 300 points.

<u>Celebration Book</u> – Children in Key Stage 2 can record examples of where they have seen good behaviour in their year group. This is celebrated weekly as a whole year group.

<u>Courtyard Passes</u> – Children in Key Stage 2 can earn a 'courtyard pass' allowing them to use the Key Stage 2 courtyard during the following day for lesson times and lunch and break times.

<u>Raffle Tickets</u> – Lunchtime Supervisors reward desirable behaviour with a raffle ticket. When a raffle ticket is earned by a child it needs to be placed in the box by the school office. A weekly draw takes place in assembly (one for Foundation Stage and Key Stage 1 and one for Key Stage 2) and the child whose ticket is drawn wins a prize from the Head Teacher.

<u>Sanctions</u>
The Monkspath School 'Umbrella Code' is displayed prominently in the corridors and the agreed Key Stage rules are displayed prominently in classrooms. They should be referred to on a regular basis and always when appropriate to demonstrate when rules have been broken.

Sanctions should be calmly and consistently applied in a manner that **avoids confrontation, loss of control by the adult and humiliation of the child.** When properly used, the sanctions are a support for teachers as well as children. They should be used making it clear that the behaviour is being criticised and not the child.

At the heart of the school behaviour policy is the belief and understanding that **each day is a fresh start.**

<u>FOUNDATION STAGE AND KEY STAGE 1 SANCTIONS</u>
The following sanctions, ranked in order of severity, are to be followed through if a child breaks the rules or displays unacceptable behaviour:
1. General reminder of rules
2. Reminder of rules and verbal warning
3. Miss 5 minutes of playtime to complete work (Key Stage 1). 'Time out' for 5 minutes in a designated area of the classroom to discuss the behaviour causing concern with the teacher.
4. Complete work/ task alone, away from other pupils for the remainder of the lesson (a further 5 minutes in the Foundation Stage)
5. Meeting with Year Group Leader and class teacher
6. If you have already reached stage 4 this term you will move here from stage 3 – Meeting with Department Leader, Year Group Leader and class teacher
7. If you have already reached stage 5 this term you will move here from stage 3 – Meeting with Deputy Head Teacher and class teacher – A behaviour book and individual behaviour plan (IBP) will be considered.

Sanction 8 – A Serious Clause
This sanction is to be used if a child:
- Deliberately hurts someone
- Commits vandalism or theft
- Is repeatedly defiant

For this sanction the child will move straight to stage 6 and possibly stage 7.

KEY STAGE 2 SANCTIONS

The following sanctions, ranked in order of severity, are to be followed through if a child breaks the rules or displays unacceptable behaviour:

1. Reminder of rules and verbal warning
2. Work alone, away from other pupils for 10 minutes (5 minutes in the Foundation Stage)
3. Complete work/ task alone, away from other pupils for the remainder of the lesson (a further 5 minutes in the Foundation Stage)
4. Meeting with Year Group Leader and class teacher
5. If you have already reached stage 4 this term you will move here from stage 3 – Meeting with Department Leader, Year Group Leader and class teacher
6. If you have already reached stage 5 this term you will move here from stage 3 – Meeting with Deputy Head Teacher and class teacher – A behaviour book and individual behaviour plan (IBP) will be considered.

Sanction 7 – A Serious Clause

This sanction is to be used if a child:

- Deliberately hurts someone
- Commits vandalism or theft
- Is repeatedly defiant

For this sanction the child will move straight to stage 5 and possibly stage 6.

- Making a malicious allegation against a member of school staff will result in a meeting between parent, child and the Head Teacher where appropriate actions are put in place.

Once a child reaches sanction '4' it is expected that the child's parent is informed of the difficulties being experienced and that support is gained from home. It is highly important that parents are aware of their child's behaviour if it is having a serious impact on their own or their classmates education.

Any behaviour which causes concern and progresses to sanction '4' should be recorded on 'My Concern' – our web based safeguarding recording system which should include details of children involved, the nature of the concern as well as any action taken.

When children require significant, additional support to help them manage their own behaviour so that they are effective learners (and where appropriate), an Individual behaviour plan (IBP) and/or positive handling plan may be put in place. Advice, guidance and additional support may be sought and provided through external agencies (such as external specialist behaviour support services). This will always be done in conjunction with parents, the Inclusion Leader and the Deputy Head Teacher.

Fixed term and permanent exclusions

Only the Headteacher (or Acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods. The Headteacher may also exclude a pupil permanently. The Headteacher follows current guidance from the DfES and Local Authority regarding exclusions.

If the Headteacher excludes a pupil s/he will inform the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how make any such appeal.
The Head Teacher informs the Local Authority and the Governing Body about any exclusions.

The governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher. The Governing Body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the full Governing Body. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the Local Authority and consider whether the pupil should be reinstated. If the Governor's appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Restorative Practices

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. 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.

To ensure the success of implementing restorative practices in schools Monkspath School adopts 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 in school comprises 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

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

Bullying

Bullying, in any form, is unacceptable. If bullying is found to be taking place, immediate action is taken to try to prevent reoccurrence. All staff are committed to ensuring that all children who at Monkspath School are free from bullying (See anti-bullying policy for full details).

Defining Acceptable and Unacceptable Behaviour

Acceptable and unacceptable behaviour have been agreed between the pupils (through School Council) and staff. Examples of each are listed below (this is not an exhaustive list):

Acceptable Behaviour

Playing with each other
Respecting people and the school environment
Discussing work
Opening doors for others
Walking around the school building
Keeping belongings tidy
Showing the same respect to all adults in school
Persevering, cooperating and being resilient

Unacceptable Behaviour

Fighting, Arguing
Dropping litter
Damaging or taking equipment, Vandalising
Sitting on tables
Being disrespectful – eg shouting out, pushing, answering back, saying rude things
Trying to leave the school premises during the school day
Stopping teachers teaching, Stopping others learning
Use of an object as a weapon to cause injury
Spitting
Swearing

Behaviour Outside of School

Off-Site Visits
The expectations provided in this Behaviour Policy apply whilst pupils, staff, volunteers and helpers are involved in any off-site school visit.

Travel to and from school
The expectations provided in this Behaviour Policy apply whilst pupils are travelling to and from school. In doing so, their behaviour will maintain the positive reputation of the school.

In the Community
The school will respond to all non-criminal inappropriate behaviour and bullying which occurs anywhere off the school premises when this is reported to the school. Responses and sanctions will be in line with this policy and will involve the pupil's parents or carers.

Pupil Support Systems
Our whole school core values underpin the culture and ethos of the school and provide a strong framework of support to each and every child. Positive behaviour is reinforced at every turn.

It is understood that some children will need greater support to achieve acceptable behaviour. Children with these additional needs are given as much support and understanding as possible, so that they may achieve and so that their impact on the rest of the children is minimised. Significant instances of concerning behaviour are discussed regularly.

Children who display continued difficulties in achieving good behaviour may be placed on the school's Special Educational Needs register. As appropriate, children may have:

- Behaviour charts/ books, which carry rewards and incentives for positive behaviour and which are shared with parents or carers so that there is joint support.
- Support from an external specialist Behaviour Support Team.
- Additional strategies put in place to support the development of positive, desirable behaviour.

The school will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff will follow the schools' safeguarding policy.

Staff will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether a multi-agency assessment is necessary and liaise with parents and external support services as appropriate.

Liaison with parents and other agencies
The Head Teacher and staff embrace a positive and pro-active approach to liaison with parents and multi-agencies. We work together with parents to ensure that children's needs are being met. Where there are behaviour concerns, staff liaise with parents on a regular basis in order to work together to improve things for the child as quickly as possible. The school works with other agencies as appropriate in order to support children.

Managing pupil transition
All records kept on children are shared with the receiving school in line with our Record Management policy. Discussions are held between staff as appropriate.

Power to use Reasonable Force

The legal provisions on school discipline provide members of staff with 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. Any restraint used is always reasonable, proportionate and necessary (see Restraint Policy).

Team-Teach (also see 'restraint policy')

Team-Teach is a behaviour management response that aims to use de-escalation and behaviour strategies as a standard response to challenging behaviour. Almost all crisis situations can be resolved through calm, controlled, dignified and skilled de-escalation strategies which are used by staff.

However, this is incorporated with restrictive positive handling techniques that are graded and gradual (up or down) as the situation requires. These techniques are used as a last resort when all other behaviour management strategies have been tried first. If restrictive physical intervention is necessary, Team- Teach techniques will only be used by our trained members of staff. Any use of restrictive intervention is recorded on 'My Concern'.

Dealing with allegations of abuse against teachers and other staff

Details of how allegations are dealt with can be found in the 'Managing Allegations 'policy. This policy includes details of how allegations are dealt with, pastoral support available for staff and also details of how malicious allegations are dealt with. Malicious allegations made by pupils will be dealt with in line with this policy.

Screening, Searching and Confiscation

The guidance provided in the Education and Inspection Act 2006 and the 'Searching, screening and confiscation Advice for Headteacher's, school staff and governing bodies' (February 2014), states that staff are authorised to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in possession of a pupil that are illegal or banned from school, for instance, knives, weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, fireworks, pornographic images and articles that have been or could be used to commit an office or cause harm; the first priority being to ensure that pupils and adults are in a safe and secure environment when they are in school.

Any items that may jeopardise the safety of others or themselves will be taken from the pupil without notice. A staff member can search a pupil with the child's permission to look for any item that are illegal or banned from the school. It is only the Headteacher, or a staff member who has been authorised by the Headteacher, who has the power to search a pupil without the pupil's consent if they suspect they are in possession of illegal items. Section 93 of the Education Act 2011 states that members of staff have the legal right to seize an electronic device to examine any data or files on the device if there is good reason to do so.

Staff development and support

Staff at Monkspath School work within a strong and mutually supportive values-based ethos. Significant instances of concerning behaviour are discussed regularly, and supporting strategies are shared.

The Inclusion Leader and Deputy Head Teacher take an active role in helping to manage, co-ordinate and provide appropriate support to ensure that individual and class needs are met as swiftly as possible.

Staff training is organised to meet needs on an individual and whole school basis. The SENCO is a member of the local SENCO network.

Equal Opportunities

This policy acknowledges the school's legal duties under the *Equality Act 2010* and in respect of pupils with SEN. The school will ensure that its Behaviour Policy is fair and non-discriminating and that all are treated equally and fairly, irrespective of gender, race or ability.

Monitoring and Review

This policy must be applied equally and fairly to every member of the school community. There is a shared commitment to oppose offensive, racist and sexist remarks on the part of both staff and pupils. The school regularly reviews the sanctions applied to particular groups eg gender, race, SEN. This policy is monitored and reviewed regularly to ensure that is does not disadvantage particular sections of the school community.

The Headteacher reports to the Governing Body on the effectiveness of this policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher may record any minor incidents, where appropriate. Records kept include a home/ school behaviour book (where applicable), 'My Concern' records, IBP or other inclusion plans/ copies of letters, records of exclusions.

It is the responsibility of the Governing Body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

The school reviews this policy every three years. It may, however, review the policy earlier than this, in response to recommendations on how this policy might be improved or in response to National or Local initiatives.

This policy should be read in conjunction with the Anti-bullying policy, Dignity in the Workplace policy, E-Safety policy Special Educational Needs policy, Restraint policy, Single Equality Scheme, Safeguarding policy, Child Protection policy.

This revision: September 2017
Next Review Date: September 2020

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

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

APPENDIX A
Behaviour Reporting Form

All significant behaviour concerns must be reported on 'My Concern'

APPENDIX B

Behaviour Early Help and Statutory Intervention Overview				
Name of Education Provider: ……………………………………………………………..				
Pupil Name	**Nature of Behaviour Concern**	**Threshold of Need**	**Intervention**	**Impact**

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/Coredocs/HealthandSafety/PoliciesGuidance.aspx

APPENDIX D
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 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. http://solihulllscb.proceduresonline.com/chapters/p_sg_ch_affect_gang.html
- 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 of 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

APPENDIX E
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:
i. *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.*
ii. *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.*
iii. *There is a specific police power to enter and search school premises in connection with an offence under this section.*

BB Guns (Plastic Pellet Guns)

The possession of these types of guns under legislation is not an offence as they are deemed to be toys.
However, if from a school's perspective they breach school rules, they could be seized and retained under the Education Act.
If an item is found which is suspected to be a gun, and it cannot be ascertained whether it is a genuine firearm or a BB gun, it should always be treated as a firearm and the police called to make that decision.
Possession of these items becomes an offence when a person is misled into believing they are genuine firearms in order to provoke fear; the BB gun may then be classed as an imitation firearm. Circumstances giving rise to this belief may include use:
1. in connection with a robbery
2. to threaten someone
3. as a weapon to assault someone, e.g. pellet injures

Possession of a Taser (Stun Gun)

Classed as firearms, TASERs discharge a high level of voltage designed to incapacitate a person; any possession of such items is a serious offence and should be reported to the police. Disguise or concealment of a TASER as another item e.g. mobile phone, is considered a serious aggravating factor. TASERs may be designed to look like torches or mobile phones, but will usually feature metal prongs which are fired to penetrate the skin and discharge an electrical current via fine filaments. Stun guns use metal electrodes to deliver shocks via direct contact.

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. The lesson plans have been written 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 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. 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

- 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 - 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

APPENDIX F
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://solihulllscb.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: 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
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.

There is growing evidence of the lasting impact of childhood bullying. A recent study by the Institute of Psychiatry at Kings College, London concluded that children who are bullied, particularly those who are frequently bullied, are at risk of a range of poor outcomes into adulthood and middle age.

Schools should be 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 should be 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 advice and guidance for schools. https://www.gov.uk/government/publications/preventing-and-tackling-bullying. A model policy is 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) 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/

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 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&gclsrc=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 also has advice for parents who are worried about bullying:
http://www.youngminds.org.uk/for_parents/worried_about_your_child/bullying?gclid=CJHpheeYn8ACFbPJtAodsEoABA

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 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

APPENDIX H
Teenage relationship abuse

Teenage relationship abuse is defined as a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former dating partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender dating relationship, in order to gain power and maintain control over the dating partner.

Research has shown that some teenagers have worryingly high levels of acceptance of abuse within relationships and often justify the abuse with the actions of the victim, e.g. because they were unfaithful.

A recent study by the NSPCC and the University of Bristol questioned 1,353 young people (aged between 13 and 17 years old, from eight UK schools) on violence in their intimate relationships. Findings included:

- 33% of girls and 16% of boys reported some form of sexual abuse.
- 25% of girls (the same proportion as adult women) and 18% of boys reported some form of physical relationship abuse.
- Around 75% of girls and 50% of boys reported some form of emotional relationship abuse.
- Most commonly reported forms of emotional abuse, irrespective of gender, were 'being made fun of' and 'constantly being checked up on by partner'.
- Girls were more likely than boys to say that the abuse was repeated and that it either remained at the same level of severity, or worsened, especially after the end of the relationship.
- Younger participants (aged 13 to 15 years old) were as likely as older adolescents (aged 16 and over) to experience some forms of relationship abuse.
- The majority of young people either told a friend or no-one about the violence; only a minority informed an adult.
- Risk factors which may increase a teenager's susceptibility to relationship abuse can include previous experiences of parental domestic violence, physical and sexual abuse and violent peer groups.
- Teen relationship abuse can have serious outcomes including depression and suicide.

Some of the signs below could indicate that a young person is experiencing relationship abuse. This list is not exhaustive and young people respond differently. These signs could also be due to other causes, but it is useful to be aware of common responses.

- Physical signs of injury / illness
- Truancy, failing grades
- Withdrawal, passivity, being compliant
- Changes in mood and personality
- Isolation from family and friends
- Frequent texts and calls from boyfriend / girlfriend
- Inappropriate sexual behaviour / language / attitudes

- Depression
- Pregnancy
- Use of drugs / alcohol (where there was no prior use)
- Self-harm
- Eating disorders or problems sleeping
- Symptoms of post-traumatic stress
- Bullying / being bullied

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/

Referral and Screening

Solihull Youth Offending Service

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 ☐	Female ☐

Personal details

Name   **Other names**

Address   **Home telephone**

                                           Other telephone

Date of birth   **Age**

Ethnic classification

White	Black/Black British	Asian/Asian British	Chinese/Other Ethnic	Mixed
☐ British	☐ Caribbean	☐ Indian	☐ Chinese	☐ White/Black Caribbean
☐ Irish	☐ African	☐ Pakistani	☐ Any other	☐ White/Black African
☐ Other White	☐ Other Black	☐ Bangladeshi		☐ White/Asian
		☐ Other Asian		☐ Other Mixed

☐ **Information not obtainable**

Preferred language (if not English)
Religion (optional)
Known disability

Referrer Details

Name   **Agency**

Address   **Telephone No**

                                           Other telephone

Email   **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

1.Name: Age: Gender: Relationship:	2.Name: Age: Gender: Relationship:
3.Name: Age: Gender: Relationship:	4.Name: Age: Gender: Relationship:
5.Name: Age: Gender: Relationship:	6.Name: Age: Gender: Relationship:

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

- Is separated from either or both of his or her parents ☐
- Lives in deprived household ☐
- Experiences inconsistent supervision at home ☐
- Experiences harsh discipline in the home ☐
- Family is known to be involved in crime/anti-social behaviour ☐

Is currently experiencing unstable accommodation ☐

- not currently enrolled in full-time education ☐
- is regularly absent from school ☐
- bullies others at school ☐
- statement of special educational need has been issued ☐
- experiences difficulties with current level of school work ☐
- seems to have a lack of attachment to his or her school ☐

Evidence   **Evidence**

Neighbourhood and friends

- lives in an area known for a high crime rate ☐
- there is a lack of age-specific facilities in the area ☐
- has friends who are known to the youth offending team ☐
- lives in an area that is relatively isolated ☐
- does not use spare time constructively ☐

does not have an age-appropriate friend group ☐

Substance misuse

- drinks alcohol ☐
- takes illegal drugs ☐
- seems to see his or her substance use as a positive and/or necessary part of life ☐
- smokes cigarettes ☐
- is thought to be at risk of harm through use ☐

Evidence   **Evidence**

Emotional and mental health	Perception of self and other
• has a condition that affects his or her everyday life, for example, ADHD ☐	• is not able to trust others easily ☐
• has suffered a significant bereavement/loss that still affects him/her ☐	• is known or thought to be a victim of discrimination ☐
• a referral has been made to a mental health service ☐	• does not believe that he or she has committed anti-social acts or done anything wrong ☐
• seems to be suffering from emotional problems ☐	• displays discriminatory attitudes towards others ☐
	• displays inappropriate self-esteem (too high or too low) ☐
Evidence	**Evidence**

Thinking, behaviour and attitudes	Risk of harm by the young person
• acts impulsively most of the time ☐	• has caused actual serious harm to somebody ☐
• gets bored easily ☐	• has said that he or she will cause serious harm ☐
• does not seem to understand the consequences of his or her actions ☐	• concerns expressed by other people about serious harm issue ☐
• seems to give in to others easily, for example, peers ☐	
• is impatient and can't wait for things, getting agitated if made to ☐	
Evidence	**Evidence**

Young person's safety and wellbeing

- due to the behaviour of other people

  ☐

- due to events or circumstances

  ☐

- due to his or her own behaviour
  (including self-harm/suicide)
  ☐

- has some understanding of the problems
  in his or her life

  ☐

- seems able to think through problems he
  or she faces

  ☐

- has some friends not known to the police
  or youth offending team

  ☐

- has a good support network

  ☐

- demonstrates some ambition and future plans

  ☐

- makes good use of any spare time he
  or 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)	Young person (*please indicate if verbal consent was given)
Name	Name
☐Please tick this box to show you have read this and are happy for this referral to be made.	☐Please tick this box to show you have read this and are happy for this referral to be made.
Date	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