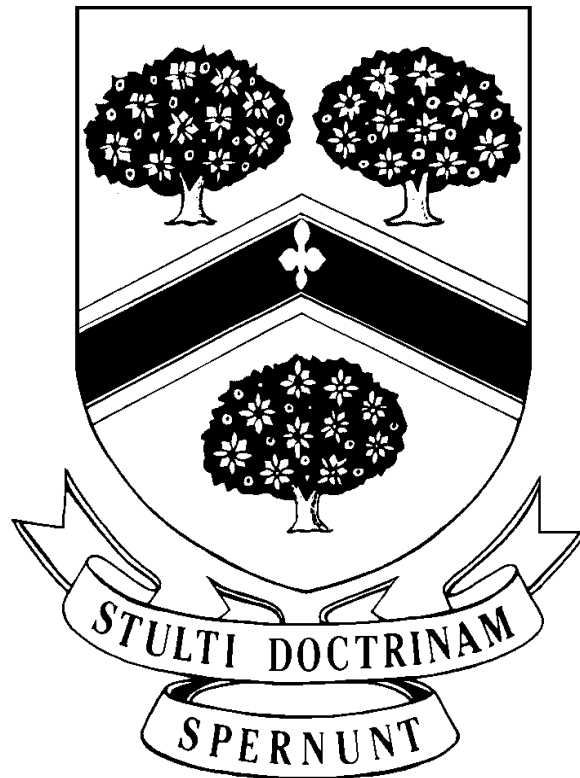


THORNTON GRAMMAR SCHOOL

A SPECIALIST SPORTS, SCIENCE & APPLIED LEARNING
TRUST SCHOOL



FOUNDED 1673

POLICY FOR BEHAVIOUR

REVIEWED: FEBRUARY 2010

THORNTON GRAMMAR SCHOOL

BEHAVIOUR POLICY

Thornton Grammar School has a clear Behaviour Policy, based on traditional values and high standards and expectations. Students who break school rules will be subject to a variety of sanctions depending on the severity of the incident.

RIGHTS:

At Thornton Grammar School everyone has the right:

- (a) to be able to work and learn
- (b) to be treated with fairness and respect
- (c) to be valued
- (d) to feel safe from physical or verbal threat or attack
- (e) to be listened to
- (f) to be able to reach their potential
- (g) to be happy

RESPONSIBILITIES:

For their rights to be maintained, students have to take on the responsibility of following the school rules.

RULES:

Every student has a choice. You can choose to obey the rules or not.

If you choose to obey the rules you will be rewarded.

If you choose not to obey the rules you must accept the consequences.

Move quietly and sensibly in and around school.

Be ready to work:- Arrive on time with all the equipment that you need

You must do as you are asked by a member of staff, the first time without question.

Listen when others are talking and pay attention

Show respect to everyone. Treat adults and other students as you yourself would wish to be treated.

RULES

1. Move quietly and sensibly in and around school.

- ◆ Never push or shout.
- ◆ Always walk on the right.
- ◆ Be ready to open doors for others.
- ◆ Keep to the paths.
- ◆ Don't jump queues.
- ◆ Keep to single file when queuing.
- ◆ Food and drink is not allowed on corridors.
- ◆ Line up quietly outside your classroom.
- ◆ Always have permission, in your planner if you are out of class.
- ◆ No snowballing around school.
- ◆ Students must go straight to lessons on hearing the bell (at the end of break and lunchtimes).
- ◆ Ensure that behaviour to and from school is of the highest standards.
- ◆ No wrestling or play fighting

2. Be ready to work hard - Arrive on time with all the equipment that you need

- ◆ All homework deadlines must be met.
- ◆ Take off all outdoor clothing.
- ◆ Ensure that you have the correct equipment for the lesson.
- ◆ Listen carefully and follow instructions carefully.
- ◆ Ensure that you are always in full school uniform.

3. You must do as you are asked by a member of staff, the first time without question

- ◆ A member of staff may be a teacher, lunchtime supervisor, support assistant or Sixth Form duty or bus monitor.
- ◆ Expect to give and receive respect
- ◆ Be honest to staff
- ◆ Be polite and courteous

4. Listen when others are talking and pay attention

- ◆ Don't interrupt when others are speaking
- ◆ Don't play with equipment
- ◆ Speak when spoken to
- ◆ Raise your hand in class when wishing to speak
- ◆ Never shout out.

5. Show respect to everyone. Treat adults and other students as you yourself would wish to be treated.

- ◆ Be proud to be a Thornton Grammar School student, uphold the school's rules and reputation outside school.
- ◆ Be aware and sympathetic to the needs of other people, irrespective of colour, class or creed.
- ◆ Never try to resolve problems by violence
- ◆ Be polite at all times to other pupils, staff and visitors
- ◆ Follow Health and Safety rules to ensure the school is a safe place to be.
- ◆ Keep school tidy and care for equipment and the fabric of the school.
- ◆ Don't drop litter.
- ◆ Do not use language which could offend anyone e.g. swearing, racist, sexist or personal remarks about physical appearance, religion or beliefs.
- ◆ Try to understand someone else's point of view, even if you don't agree with it.
- ◆ Act with courtesy, consideration and respect at all times.
- ◆ Respect other people's property.

REWARDS

It is vital that we create a climate of success. Achievement and the reward of success should be the norm. We should recognise and celebrate all achievement inside and outside School. Rewards should not be awarded in response to student requests or in exchange for good behaviour.

Public and personal praise and reward should be credited to pupils who have:-

- ◆ Reached a specific target.
- ◆ Produced an excellent piece of work in relation to ability.
- ◆ Consistently made good effort with several pieces of work.
- ◆ Participated in a special event.
- ◆ Participated fully or actively in school life.
- ◆ Achieved in out-of-school activities.
- ◆ Achieved an excellent level of attendance.
- ◆ Shown particular care towards others in school and the local community.

Recognition will take the form of the "School Structured Reward System" This is as follows:-

WELL DONE HOUSE POINTS

- A student will receive a "**well-done**" **house point** each week from their Form Tutor if they can produce a **signed** planner from their Parents which has no negative comments on it during that week.
- For 100% attendance during a half term a "**well-done**" **house point** will be issued.

- These “**well-done**” **house points** will count towards their house total but can also be exchanged at the ‘school shop’ (Learning Mentor’s Room) for items of stationery.
- The staff operating the shop will then post the house points in the house-point box, so that they count towards their house total and also so that they accumulate towards their various **House Certificates**

FIRST CLASS CARDS

- Each student who manages during a full half term to receive no negative comments in their planner and has had it signed by their Parents every week during the half term will receive a First Class Card which will be posted to their Parents.
- Also students who make an outstanding contribution to school life will receive a First Class Card

AWARDS/PRIZES

Those students who manage to attain 5 First Class Cards over 5 half terms for no negative comments in the planner will be eligible to a £10 voucher for WH Smiths,

HEADTEACHER’S COMMENDATION

If a student goes a full year without a negative comment in their planner and providing it has been signed by their Parents each week they will receive a £20 gift voucher from the Headteacher.

SANCTIONS

In all areas of school life, our expectations must be consistent – in the classroom, in the corridors, at breaks, at lunchtime, in the dining and vending rooms, around the school campus and on the buses. Rudeness and unacceptable behaviour towards other, their property and the school environment must always be challenged and dealt with promptly and consistently. A firm and fair approach by the teaching and support staff will ensure that high standards of behaviour are promoted throughout the school.

We must all:-

- Apply school rules uniformly
- Work to agreed procedures
- Insist on adherence to the basic rules
- Follow up problems to their conclusion
- Use appropriate sanctions- make the punishment fit the crime
- Follow departmental guidelines when appropriate

Consequences of misbehaviour will be dealt with following the ‘School’s Structured Sanctions Policy’

These sanctions increase in severity as misbehaviours persist or if a student commits a serious act of misbehaviour

SANCTIONS ARE AS FOLLOWS:

- **Verbal Reprimand** - Hopefully by being spoken to by a member of staff the student recognises their behaviour is inappropriate and that is the end of the matter
- **Note in Planner** - If the behaviour persists or a member of staff feels that the behaviour was particularly inappropriate – a note in the student’s planner can be made which will inform the Form Tutor and the Parents of the student.

* Remember if the student does not have a planner, this misbehaviour will be recorded on the **Red No Planner Slip**, which again will inform Form Tutors and Parents. (These need to be put in the Form Tutor’s pigeonhole).

DETENTION/DEPARTMENTAL SANCTION

A continuation of misbehaviour or a particular act of misbehaviour may lead to a student receiving a detention, which may be a school detention or a departmental detention. Again, this will be recorded in the student’s planner and also Form Tutors can check the published list of school detentions, which the teacher in-charge of school detentions will place on the staffroom notice board.

FORM TUTOR’S REPORT

If a student has 3 detentions in a half term, they will be placed on a Form Tutor’s Report. This report is simply to monitor behaviour for 1 week. It allows the student the opportunity to quickly modify their behaviour by reaching the target set by their Form Tutor. However, the Form Tutor will make a referral to the Achievement Manager if a student fails to respond their Form Tutors Report. This report will need to be signed at the end of each day by the Form Tutor and Parents.

ACHIEVEMENT MANAGER’S REPORT

The Achievement Manager’s Report will continue using the same process as currently exists where the Achievement manager will place a student on report to monitor both their academic and behavioural progress.

SCHOOL CONTRACT

If despite all the efforts of staff, Form Tutors and Achievement Manager, a student still fails to respond by modifying their behaviour then a formal meeting will be called inviting Parents into school to draw-up a School Contract with the Pastoral Deputy Headteacher and Achievement Manager. This contract will be signed by all three parties. Should this contract be broken then the Pastoral Deputy Headteacher in conjunction with the Achievement Manager and Behaviour Support Manager may make a referral to the Individual Behaviour Management Unit.

INDIVIDUAL BEHAVIOUR MANAGEMENT UNIT/ISOLATION ROOM

The Individual Behaviour Management Unit (IBM) will cater for those students who are at risk of exclusion or for whom fixed-term exclusion in the past hasn't worked. A student who has failed to respond to the lower level sanctions which have been put in place may have to spend a period of time in this unit. The length of time will be determined through consultation of the Pastoral Deputy Headteacher, Achievement Manager, Behaviour Support Manager and Parents. It may be for full days, half days or even specific lessons.

Whilst in the unit work will be set by the subject teacher as it is vital that these students keep pace with the curriculum if they are to be successfully integrated into classes. The IBM Unit will also draw upon the expertise of outside agencies such as CAHMS etc. to work and support students in the unit.

Reintegration back into the normal curriculum will normally be staggered and will always be carefully monitored and reviewed.

ISOLATION ROOM

This will provide a deterrent: Referral is designed to be a short, sharp, shock. Students will only be placed in this room if either they misbehave whilst they are in the IBM Unit or the level of misbehaviour they have displayed in or around school is deemed by the Pastoral Deputy Headteacher, AM and Behaviour Support Manager to warrant a period of isolation.

Whilst in the isolation room, students will work in total silence and will not be permitted to socialise at break or lunch times. Lunches will be taken in the unit.

GOVERNORS

For those students who don't respond to any of the sanctions previously listed, a meeting of the Governors' Welfare Committee will be called. At this meeting students with their parents will have to explain why they are finding themselves unable to comply with the School's Behaviour Code. The Governors will then decide the most appropriate course of action, which may be a further prolonged referral to the IBM Unit, a period of fixed-term exclusion or, in the most severe of cases, permanent exclusion.

FIXED-TERM EXCLUSION

This sanction will be used for serious breaches of the school rules, and will be determined by a member of the SMT or the Governors' Welfare Committee. Examples of serious breaches of the school rules include: An unprovoked assault/racial/sexual harassment or for setting off the school's fire alarm.

PERMANENT EXCLUSION

This sanction is the ultimate sanction the school can impose and consequently will only be used in extreme breaches of the school rules. Only the Headteacher can permanently exclude a student. An example of where this sanction would be used is in a case of a student found to be dealing drugs on the school premises.

TRAFFIC LIGHT INITIATIVE

The 'Traffic Light Initiative' is designed to support the school's sanctions procedures.

All students at the start of a lesson will be asked by the member of staff concerned if they are 'Ready to Learn'

If students disrupt that learning they will be given a 'friendly reminder' to return to task. Following this 'friendly reminder', if a student persists in disrupting the lesson they will be asked to **THINK AND CHOOSE** as to whether they remain in the classroom and continue to learn. At this point the member of staff will issue a 'Formal Warning' to the student by writing **FW** in their planner. Should the student choose to continue to disrupt the lesson then **ACTION** will be taken to exit the student from the lesson either to work in another lesson or in the Individual Behaviour Management Unit.

TRAFFIC LIGHT SYSTEM 'READY TO LEARN'

GREEN FRIENDLY REMINDER

AMBER THINK AND CHOOSE (FORMAL WARNING)

RED ACTION (EXIT FROM ROOM)

PASTORAL SUPPORT PROGRAMMES (PSP's)

A PSP is a school-based intervention to help individual students manage their behaviour. The programme will be agreed with parents, who will be regularly informed about their child's progress.

PSP

- ◆ Will be needed for pupils whose behaviour is deteriorating rapidly
- ◆ Will identify precise and realistic behaviour outcomes
- ◆ Will be overseen by a nominated member of staff
- ◆ Will be automatically set up for a pupil who has had several fixed-term exclusions or who has been identified as being at risk of failure at school through disaffection
- ◆ Will have an automatic time limit and should be reviewed, at least, half way through its agreed duration.

EXCLUSION

This sanction can only be authorised by the Headteacher or Deputy Headteacher, usually on the recommendation of an Achievement Manager. Each case is individual and will be judged on its merits but in general terms the following will apply:-

Procedures will be followed in accordance with the DCFS Pupil Exclusion Manual.

FIXED TERM EXCLUSION

From 1 day to 15 days maximum in any one term. 45 in a school year.
(After day 5 the school must find an alternative provision)

Could be given for:-

- ◆ Repeated violation of School rules
- ◆ Possession or drinking of alcohol
- ◆ Persistent bullying – refer to School Bullying Policy
- ◆ Extreme bad language to a member of staff
- ◆ Refusal to obey an instruction from Achievement Manager or SMT
- ◆ Bringing an offensive weapon onto School premises
- ◆ Assault
- ◆ Arriving in School under the influence of drink or drugs
- ◆ Instances of racism or sexism – refer to School Racial Issues Policy
- ◆ Circumstances where pupil remaining at School would be detrimental to the education or welfare of other pupils.

PERMANENT EXCLUSION

This is a last resort in most cases after all reasonable warnings, sanctions, negotiations, involvement of parents and relevant agencies have been unsuccessful. Some offences, do, however, warrant immediate exclusion.

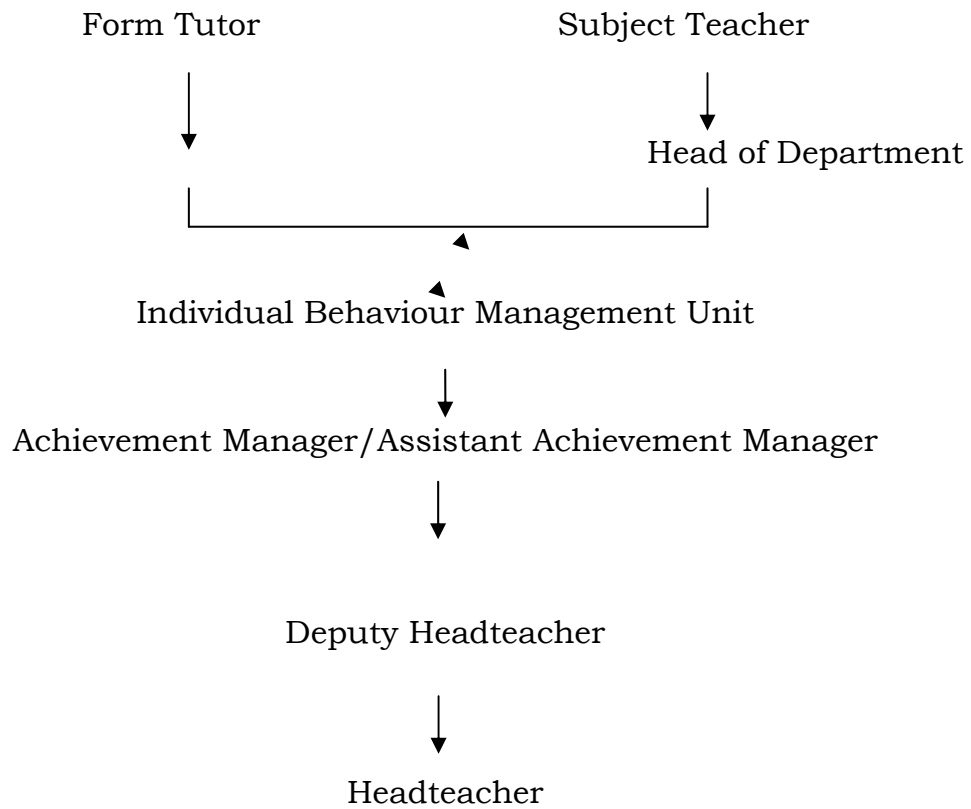
Could be given for:-

- ◆ Unprovoked attack causing injury
- ◆ Arson
- ◆ Repeated and persistent misbehaviour where fixed-term exclusion has been ineffective.
- ◆ Sexual assault
- ◆ Bringing onto the premises a solvent or illegal substance and/or supplying of same
- ◆ Use of an offensive weapon

The Chair of Governors is informed of all exclusions and parents have a right of appeal and can make representations to the Governing Body Pupil Discipline Committee.

THE SCHOOL RETAINS THE RIGHT TO REMOVE FROM ANY SCHOOL VISIT/TRIP/OUTSIDE SCHOOL ACTIVITY ANY STUDENT WHO CONSISTENTLY MISBEHAVES OR WHO IS REFERRED TO THE INDIVIDUAL BEHAVIOUR MANAGEMENT UNIT OR IS EXCLUDED.

The diagram below illustrates the chain of progression for acts of indiscipline:

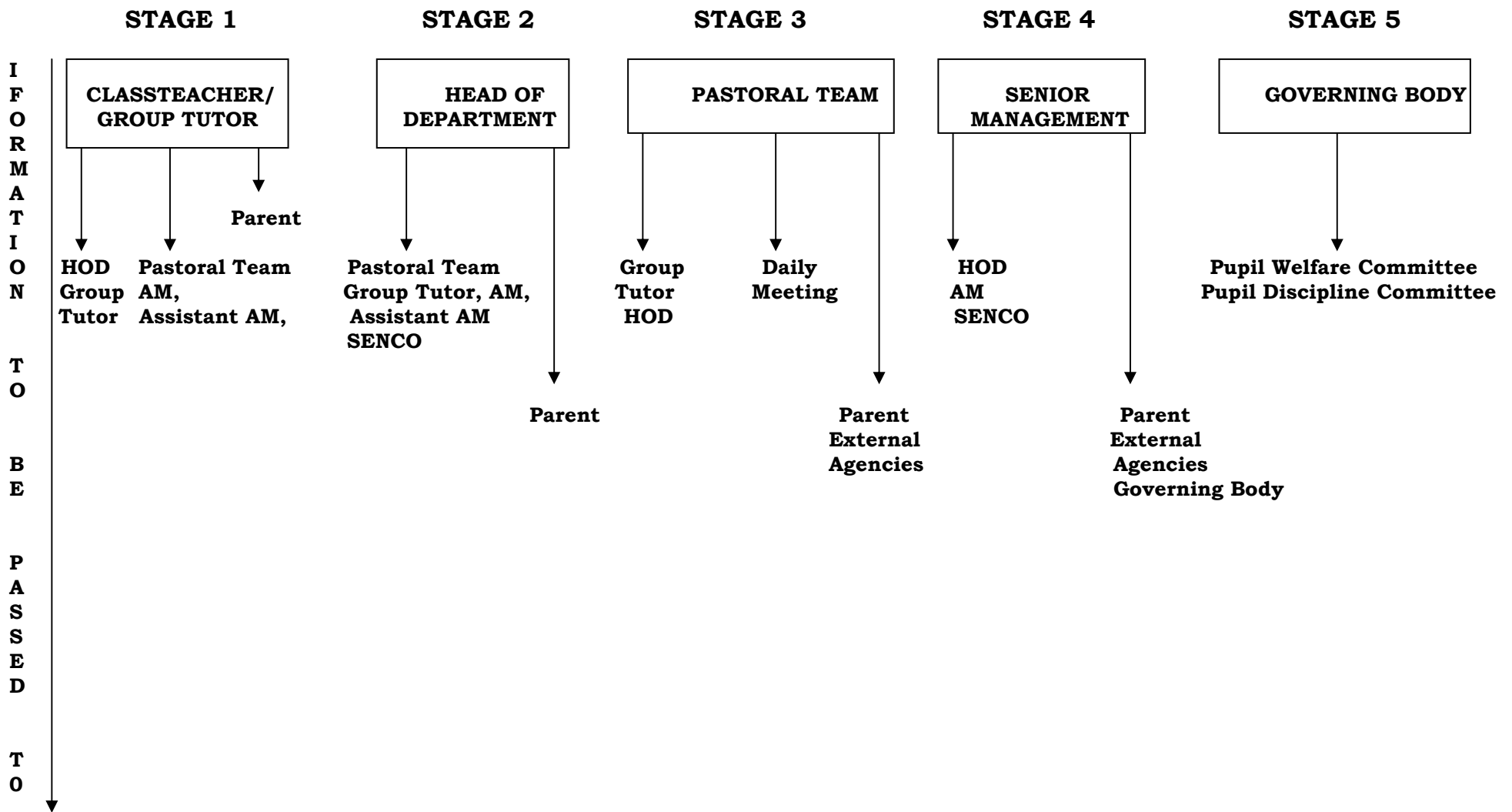


- ◆ In an emergency request assistance from a member of the IBM Unit, HOD or SMT.

Pupils should not be sent to the Achievement Manager's room without prior agreement. Unsupervised pupils cause more problems.

PASTORAL REFERRAL PROCESS

Referral for action: ➔



THORNTON GRAMMAR SCHOOL

PASTORAL REFERRAL PROCESS

STAGE 1 – Class Teacher/Form Tutor

Most problems associated with unsatisfactory behaviour will be solved by classroom teachers. Some whole school strategies are set out within this Behaviour Policy, others will be specific to individual departments. Information about students who consistently break school rules and sanctions used should be passed to Stage 2.

STAGE 2 – Head of Department

Problems which cannot be resolved by class teachers should be initially referred to the Head of Department. Some strategies to be used are set out in this policy. Departments are expected to have their own strategies and procedures in place. Information about individual students should be passed to the pastoral team.

STAGE 3- Individual Behaviour Management Unit

If a student's behaviour warrants exiting from the classroom then a member of the IBM Unit must be called to respond to the incident and remove the student to either an appropriate 6th form classroom or to the IBM Unit.

STAGE 4 – Pastoral Team

Problems which cannot be resolved by Heads of Department should be referred to the Achievement/Assistant Achievement Manager.

At this stage external agencies may be involved.

STAGE 5 – Senior Management Team

Referral to the Head/Deputy Headteacher should be made for more serious breaching of school rules. Decisions about fixed term Exclusions can only be made by the Senior Management Team.

There are times when it is inappropriate to use the referral process.

Examples of these include:

- ◆ Misbehaviour on a corridor/in the playground at break time. The school detention is to be used for this. Or, for more serious breaches of the policy, referrals should be made directly to stages 4 and 5.
- ◆ Extreme behaviour – assault, drugs etc.

CLASSROOM MANAGEMENT EXPECTATIONS

Guidelines To Ensure Good Behaviour

- ◆ Be sensitive to the needs and feelings of pupils and recognise their need to be treated as individuals.
- ◆ Remember that you are a role model and establish standards of speech, courtesy, manner and dress. First names are generally appropriate when addressing pupils.
- ◆ You should be present in the classroom at all times during the lesson.
- ◆ Arrive at your lesson on time and try to have all your materials ready. This sets expectations about prompt arrival and readiness to work of pupils.
- ◆ Plan so that the content is appropriate to various levels of ability and give pupils a long-term view of what is being taught.
- ◆ Set challenges for pupils so that they are enthused, stimulated and stretched academically. Try to use a variety of teaching methods and tasks to interest and motivate pupils.
- ◆ Ensure an orderly beginning to your lesson. Insist on silence when you call the register. A register is a valuable way of establishing patterns of absence and being aware of work missed through absence. All pupils need to be quite clear about how to begin the work.
- ◆ Ensure that the 'Classroom Expectations for Pupils' are strictly adhered to. This ensures that expectations are consistent throughout the School and reinforces high standards, ensuring that they become normal practice.
- ◆ Examine and mark work promptly and constructively. Set homework regularly.
- ◆ Ensure that your pupils are clear about and fully aware of any special rules that pertain to your classroom. Be firm, fair and consistent in your sanctions. Do not ignore bad behaviour.
- ◆ Have high expectations.
- ◆ Evaluate and reflect on your own practices and analyse success and failure.
- ◆ Give praise and encouragement.
- ◆ Ensure a definite end to the lesson. This should be at your instigation.
- ◆ If appropriate, plan seating to avoid potential problem

Dealing with Misbehaviour

- ◆ Be aware of what is happening in the classroom by being observant. In this way, you will be clear about what is occurring and who is involved. Wrong accusations can lead to resentment and apathy.
- ◆ Recognise and challenge misbehaviour immediately.
- ◆ Establish the facts. Stick to the rules; be consistent.
- ◆ Keep calm, use humour (if appropriate), do not over-react, listen, and instruct.
- ◆ Avoid sarcasm, humiliation of pupils, blanket punishment.
- ◆ Do not shout (except on rare occasions when it can be very effective) or be abusive.
- ◆ Try to avoid confrontation where neither you nor the pupil can back down.
- ◆ Use appropriate sanctions consistently - change of seat, additional work, clearing of litter, detention.
- ◆ It is unwise to send pupils out of the room as they are likely to further misbehave when unsupervised. In some instances where this may be necessary ensure that the period is very brief, never more than a few minutes, or ask a department colleague to supervise the pupil.
- ◆ Physical sanctions should never be used. Only in the most extreme circumstances when others, yourself or the pupil themselves, are in danger, should any form of physical restraint be used.
- ◆ Follow departmental procedures for support and re-enforcement.

COMMUNICATION

All parents will be given an “Information for New Students” booklet on their initial visit to the school.

Within School:

- ◆ School rules will be displayed in classrooms, corridors and planners.
- ◆ Subject teachers are expected to keep records of student achievement.
- ◆ Staff involved in major incidents with students should make detailed notes.
- ◆ Information about students’ welfare or any pastoral concerns should be passed to the Form Tutor/Achievement Manager/Assistant Achievement Manager.
- ◆ Any information concerning child protection issues should be passed immediately to the Named Person for Child Protection issues.
- ◆ Detailed pastoral notes are kept by the Pastoral Team.
- ◆ Liaison with external agencies (Social Services, ESW, Police etc.), primary schools and other secondary schools is carried out by the appropriate year team.
- ◆ Case conferences are attended when necessary.
- ◆ Those students with SEN have IEPs. These will be circulated by the SENCO.

With Parents:

- ◆ Thornton Grammar School recognises the importance of liaising effectively with parents.
- ◆ Parents are regularly informed of their child’s achievements.
- ◆ Pastoral Support Plans are drawn up in consultation with parents and are reviewed regularly.
- ◆ Communication with parents is usually via telephone, letters, notes in the planner, Friends of Thornton School (FOTs).

Behaviour Outside The School Environment

- ◆ High standards of behaviour are expected when travelling to and from school, when representing the school in an extra-curricular activity and when on a school visit.
- ◆ Students must stay within the school grounds at break and lunchtime. Only pupils who have written permission to go home at lunchtime (in their planner) from their parents and countersigned by their Achievement Manager, are allowed to leave the premises.
- ◆ Students must return to school five minutes before the end of lunchtime. During their time at home, students cease to be the responsibility of school.
- ◆ Students are expected to use the designated crossings on Thornton Road.
- ◆ Smoking is not permitted in or around the school environment; students will be punished.

Behaviour On School Transport:

- ◆ High standards of behaviour are also expected on school buses, whether it be school specials or public transport.

- ◆ Close liaison is made between First Bradford School Transport Co-ordinator, and the Pastoral Deputy.
- ◆ Bus monitors are employed to oversee behaviour on the school buses serving Thornton Grammar School (see Appendix).
- ◆ Any students found to be involved in vandalism, using inappropriate behaviour, using alcohol or drugs, bullying, throwing objects, water or spitting from the bus will be severely punished. This may result in being banned from using school buses, for a fixed period or permanently.
- ◆ Students are expected to queue in an orderly and safe manner at the bus stops outside school.

Students Should Not Bring to School the following:

- ◆ Unnecessary valuables such as: jewellery, personal stereos, IPODs, radios, game boys or other electronic games.
- ◆ Matches, lighters or smoking materials.
- ◆ Fireworks
- ◆ Laser pens
- ◆ Aerosols
- ◆ Mobile telephones
- ◆ Any kind of weapon, real or imitation.
- ◆ Any illegal drugs, solvents or substances
- ◆ Alcohol
- ◆ Pornographic/sexually explicit literature
- ◆ Any extreme political, racist, sexist materials or literature.

Rules For School Canteen

- ◆ Queue in an orderly manner
- ◆ Treat all staff with respect
- ◆ Wait patiently to be served
- ◆ Return trays, crockery and cutlery when you have finished eating
- ◆ Put all wrappings and waste food in the bins
- ◆ Do not throw food or drink
- ◆ Be quiet

Policy Name: POLBEHAV.DOC

Person Responsible:CET

Date ratified by the Governors: FEBRUARY 2010

THORNTON GRAMMAR SCHOOL

GUIDELINES FOR STAFF ON CHILD PROTECTION ISSUES AND INCIDENTS

Child Protection measures are brought into force when abuse is disclosed or suspected. It is important that staff are alert to and can recognise signs of possible abuse and understand the importance of passing on information and recording their observations. Staff also need to know how to act if they are the recipients of a disclosure of abuse and who to inform.

Some pupils seek you out, for no immediate apparent reason, and seem to want to talk. You don't have to solve all their problems; listening may be enough to help them cope. If you cannot provide the time they need or are worried about their emotional state, consider seeking further help.

Mr Truelove, Pastoral Deputy, is the named person for Child Protection. He has received training and has the knowledge and experience to enable him to make a decision about referral. However, tutors and subject staff see our pupils on a daily basis and are best placed to notice, record and pass on concerns. Achievement Managers have received Child Protection training and can advise and help if you are unsure. They will also liaise with Mr Truelove and keep him informed of ongoing concerns and monitoring. If you see or hear something which concerns you, and yet it seems very minor, make a note of the date, time, pupil demeanour and your worries. Share your concerns with the pupil's tutor, your HOD or another member of staff. If in doubt, act. Pass on the information to Achievement Managers or directly to Mr Truelove. These guidelines include checklists of possible signs of physical abuse, emotional abuse, neglect and sexual abuse of younger and older children, which may be observed and noted by staff.

Disclosures are not every day occurrences and the majority of staff will never be involved with this aspect of Child Protection. However, all kinds of things can trigger a disclosure of abuse and they are impossible to predict. It might be something said by another pupil or a teacher; it may be something in the content of a lesson; it may be something that happened at home that day which finally induces a child to disclose abuse. Evidence shows that it is vital that the person receiving the disclosure is aware of and follows guidelines about how to react and what to say and not say. If we respond in the wrong way it is possible that the pupils will retract immediately and it may be years, if at all, before that person again reaches a point where they can speak about what has happened to them. These guidelines contain detailed advice on dealing with disclosures.

On a practical level, it is unlikely that a pupil will choose to disclose to you during a free period or at a 'convenient' time. It is vital, however, that you try to give the child the space and attention needed at the moment. Within departments, it may be possible to put in place strategies for dealing with such emergencies, when a class cannot be let into a room or when a member of staff has to leave a class and find a quiet place to talk. Wherever possible, send a message to the Achievement Manager or Mr Truelove stating your needs so that practical arrangements can be made. For help and advice on this issue, at any time, consult Achievement Manager and/or Mr Truelove.

DEALING WITH DISCLOSURE

1. Receive

- ◆ Listen to the child; if you are shocked by what they tell you, try not to show it.
- ◆ Take what they say seriously. Children rarely lie about abuse and to be disbelieved adds to the trauma of disclosing. Children may retract what they have said if they meet with revulsion or disbelief.
- ◆ Accept what the child says. Be careful not to burden them with guilt by asking “Why didn’t you tell me before?”

2. Reassure

- ◆ Stay calm and reassure the child that they have done the right thing in talking to you. It is essential to be honest with the child, so don’t make promises you may not be able to keep, like “I’ll stay with you” or “Everything will be alright now”.
- ◆ Don’t promise confidentiality; you have a duty to refer a child who is at risk.
- ◆ Try to alleviate any feelings of guilt that the child displays. For example, you could say “You’re not to blame” or “You’re not alone, you’re not the only one this sort of thing has happened to”.
- ◆ Acknowledge how hard it must have been for the child to tell you what has happened.
- ◆ Empathise with the child – don’t tell them what they should be feeling.

3. React

- ◆ React to the pupil only as far as it is necessary for you to establish whether or not you need to refer this matter; but do not ‘interrogate’ them for details.
- ◆ Do not ask ‘leading’ questions such as: “What did he do next?” (this assumes that he did). Alternatively, “Did he touch your private parts?” Such questions may invalidate your evidence (and the child’s) in any later prosecution in court. Instead ask open questions like “Anything else to tell me?, Yes?” or “And?”
- ◆ Do not criticise the perpetrator: the pupil may love him/her and reconciliation may be possible.
- ◆ Do not ask the pupil to repeat anything to another member of staff.
- ◆ Explain what you have to do next and to whom you have to talk.
- ◆ Inform the designated teacher for child protection.
- ◆ Try to see the matter through yourself and keep in contact with the pupil.

- ◆ Ensure that if a Social Services interview is to follow, the pupil has a 'support person' present if they wish (possibly yourself).
- ◆ Make some very brief notes at the time on any paper which comes to hand and write them up as soon as possible.

4. Record

- ◆ Make some very brief notes at the time on any paper which comes to hand and write them up as soon as possible.
- ◆ Do not destroy your original notes in case they are required in Court.
- ◆ Record the date, time, place, any noticeable non-verbal behaviour and the words used by the child. If the child uses their family's own private sexual words, record the actual words used, rather than translating them into 'proper' words.
- ◆ Be objective in your recording include statements and observable things, rather than your interpretations or assumptions.

5. Support

- ◆ Make sure that you continue to support the child, providing time and a safe space throughout the process of investigation and afterwards.
- ◆ Get some support for yourself, without disclosing confidential information about the child to colleagues.

Possible Signs Of Physical Abuse

- ◆ Unexplained injuries or burns, particularly if they are recurrent
- ◆ Refusal to discuss injuries
- ◆ Improbable explanations for injuries
- ◆ Untreated injuries or lingering illness not attended to by parents
- ◆ Admission of punishment which appears excessive
- ◆ Reluctance to do PE/Games/Swimming etc.
- ◆ Shrinking from physical contact
- ◆ Fear of returning home or of parents being contacted
- ◆ Fear of undressing
- ◆ Fear of medical help
- ◆ Aggression/bullying
- ◆ Over compliant behaviour or a 'watchful attitude'
- ◆ Running away
- ◆ Significant changes in behaviour without explanation
- ◆ Deterioration in work
- ◆ Unexplained pattern of absences which may serve to hide bruises or other physical injuries

Possible Signs Of Emotional Abuse

- ◆ Continual self-harm
- ◆ Fear of new situations
- ◆ Inappropriate emotional responses to painful situations
- ◆ Self-harm or mutilation
- ◆ Compulsive stealing/scrounging
- ◆ Drug/solvent abuse
- ◆ 'Neurotic' behaviour – obsessive rocking, thumb-sucking and so on
- ◆ Air of detachment – 'don't care' attitude
- ◆ Social isolation – does not join in and has few friends
- ◆ Desperate attention – seeking behaviour
- ◆ Eating problems, including overeating and lack of appetite
- ◆ Depression, withdrawal

Possible Signs Of Neglect

- ◆ Constant hunger
- ◆ Poor personal hygiene
- ◆ Inappropriate clothing
- ◆ Frequent lateness or non-attendance at school
- ◆ Untreated medical problems
- ◆ Low self-esteem
- ◆ Poor social relationships
- ◆ Compulsive stealing or scrounging
- ◆ Constant tiredness

Possible Signs Of Sexual Abuse

- ◆ Bruises, scratches, burns or bite marks on the body
- ◆ Scratches, abrasions or persistent infections in the anal or genital regions
- ◆ Pregnancy – particularly in the case of young adolescents who are evasive concerning the identity of the father
- ◆ Sexual awareness inappropriate to the child's age – shown, for example, in drawings, vocabulary, games and so on
- ◆ Frequent public masturbation
- ◆ Attempts to teach other children about sexual activity
- ◆ Refusing to stay with certain people or go to certain places
- ◆ Aggressiveness, anger, anxiety, tearfulness
- ◆ Withdrawal from friends

Possible Signs Of Abuse In Older Children

- ◆ Promiscuity, prostitution, provocative sexual behaviour
- ◆ Self-injury, self-destructive behaviour, suicide attempts
- ◆ Eating disorders

- ◆ Tiredness, lethargy, listlessness
- ◆ Over-compliant behaviour
- ◆ Sleep disturbances
- ◆ Unexplained gifts of money
- ◆ Depression
- ◆ Changes in behaviour for no apparent reason

THORNTON GRAMMAR SCHOOL

STATEMENT FOR DRUGS

Any pupil suspected of possessing or supplying illegal substances in school (or whilst engaged in school activities) will be excluded.

Factors affecting the period of exclusion will be based on pupils' welfare, health and safety of members of the school, the class of drug involved, previous history and any other matters that appertain to the case.

Flexibility and counselling are both viewed as being highly important when dealing with drug related incidents. Any counselling that takes place should be out of school hours.

Communication

This statement will be communicated to staff, students and parents through:

- The Planner
- The booklet 'Information for New Parents'
- Behaviour Policy
- PSHCE curriculum

Illegal substances included:

- Alcohol
- Tobacco products
- Solvents
- All class A and B illegal drugs

Thornton Grammar School endeavour to uphold a positive drugs education with students through PSHCE.

Person Responsible:CET

Date last revised: FEBRUARY 2010