



Behaviour Policy Handbook 2023 to 2024

"Whatever happens, conduct yourselves in a manner worthy of the gospel of Christ."

Philippians 1:27

Preamble – Ethos

We value every member of our school community as people created by God in his image. Our aim is for all pupils and students to use their God-given skills and talents to reach their full potential.

To facilitate effective learning and ensure high achievement we seek to:

- Establish clear boundaries, ensuring good order within a safe and secure environment.
- Develop good relationships that promote respect, worth and belonging.
- Provide constructive feedback to pupils and students in relation to learning and conduct **and provide a 'way back' if things go wrong.**

We must maintain a clear set of robust boundaries and encourage all pupils to behave in an appropriate way, in line with Christian values. We must also provide constructive feedback to pupils and students in relation to learning and conduct and provide a 'way back' if things go wrong. At all levels of conduct we will use a restorative approach. Staff need to be aware of pupils' special needs and plan accordingly. Pupils will behave as well or as badly as we accept.

The School seeks to engage with parents and carers, beginning with the signing of a Home School Agreement.

The School's reward system is designed to give immediate recognition for good behaviour, work or attitude. Sanctions are applied when behaviour falls below an acceptable standard. Pupils are expected to behave in an appropriate way both in school, as well as on the way to and from school and when participating in extra-curricular activities, visits and trips.

This policy applies to misbehaviour at any time that could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school (including before/after school and during school holidays). The sanctions outlined in this policy, up to and including permanent exclusion from school, will be applied by the Headteacher if a pupil's behaviour falls short of our standards and expectations and on the balance of probabilities there is a link between the child, his or her behaviour and the school. This policy can apply to online/social media behaviour.

This policy has been written with due regard to the requirements and recommendations of the Education and Inspection Act 2006 and other relevant policies and guidance issued by the Department for Education.

This policy will be reviewed annually by the School's Governing Body.

Linked Policies include:

Attendance Policy & Punctuality, Use of Restraint, Exclusion, Uniform Policy, Safeguarding Policy.

1. The Home School Agreement

The school seeks to engage with parents and carers throughout their time at our school, beginning with the Home School Agreement that outlines expectations. An updated HSA is available on the staff sharepoint.

2. Consistency is key to behaviour management.

Pupils will behave as well or as badly as we accept. Appropriate behaviour should be encouraged and expected at all times. All members of staff are responsible for maintaining appropriate behaviour in school. Where the behaviour of a pupil/student is deemed to be unacceptable, all staff should deal with the behaviour in line with this policy. Any reports about incidents from staff about behaviour either on the appropriate forms or on SIMS should contain no personal comments/judgements about the pupils. Reports should be brief.

The Key Points for staff to remember are:

Classrooms and Corridors

- Meet and greet pupils when they come into the classroom.
- Ensure pupils move straight into the classrooms to learn. Pupils should not line up outside rooms.
- Make sure the next teacher to use your room can start their lesson on time.
- Move pupils along corridors when they are causing a disruption to learning
- Involve any adults in class with the planning of the lesson and deploy colleagues effectively.
- Follow the school behaviour policy.
- Release pupils from lessons on-time.

Pupils

- Know the names of children.
- Have clear strategies for helping pupils learn – have a plan for the things that are needed to help each pupils/student progress.
- Have a plan for children who are likely to misbehave.
- Ensure other adults in the class know the plan.
- Understand pupils' special needs.

Teaching

- Arrive on-time for lessons
- Ensure that all resources are prepared in advance.
- Praise the behaviour you want to see more of.
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- Ensure that children actually receive rewards every time they have earned them and receive a sanction every time they behave badly;
- Differentiate.
- Stay calm.

- Have clear routines for transitions and for stopping the class.
- Make sure all adults in the room know how to respond to sensitive pupils with special needs.
- Teach children the class routines.

Source:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/571640/Getting_the_simple_things_right_Charlie_Taylor_s_behaviour_checklists.pdf

3. Support Systems

The school operates a staff supervision duty rota with staff on duty at every break time. PSMs are available on 6767 or by e-mail during the day. There is a Leadership Team on-call rota between 3.10pm and 4.45pm.

4. Uniform Issues

Period 1 teachers are key in identifying uniform issues which cannot be corrected there and then. The Pupil Support Managers need to be contacted on 6767 or by e-mail if there are any uniform breaches – the PSM will advise of the next steps.

5. Managing Incidents

Where possible members of staff should seek to resolve issues using a range of behaviour management strategies, including support, encouragement and humour. Restorative approaches to behaviour management are vital.

When dealing with higher level disruption the member of staff should report the matter to a PSM, by dialling 6767, or a member of the Leadership Team without delay.

When dealing with a serious incident that is presenting a health and safety risk, if it safe to do so, the member of staff should intervene (following the guidelines for the use of Reasonable Force if necessary). A member of Pupil Support or Leadership Team (LT) should be contacted on 6767. The member of staff involved will be updated on the outcome of the incident by the LT or PSM.

Classroom teachers are responsible for the management of pupil behaviour in lessons. The policy should be used where pupil behaviour prevents effective learning from taking place and where the use of rewards and motivating teaching techniques have failed (please see the Teaching and Learning Policy).

Staff will use a full range of strategies for managing behaviour, except in very serious cases where interventions at a higher level are required at an early stage. Whenever possible, pupils should be given the opportunity to return to their learning and be offered support to do so.

Interventions to stop unacceptable behaviour and promote appropriate behaviour are most effective if they are immediate and pupils are given the opportunity to discuss and understand why their behaviour has been deemed unacceptable. **Completion of a Pupil Incident on SIMS will provide a mechanism for sharing information about an incident with other staff, particularly a pupil's Mentor and Year Leader.**

Shared Language When Dealing With Incidents:

The procedure below should be followed as closely as possible:

Phase 1: State – When appropriate a verbal warning is given e.g. “Make sure you behave appropriately with your peers....if you do not follow this instruction I will log a low incident”

Phase 2: Low– Low logged on SIMS. Pupil informed. Further incidences in the lesson lead to teacher managing the behaviour - at this stage interventions include seat move, time outside classroom (max 5 minutes). Defiance towards this or repeat behaviours lead to a Medium defiance logged on SIMS.

Phase 3: Medium –Medium defiance logged on SIMS – 60-minute school detention. Pupil informed.

Phase 4: Remove – If student continues to disrupt learning despite issuing a sanction, On-Call should be used. Pupil will be collected by a PSM and placed in another room. A pupil may be directly referred to On-Call if they compromise health and safety or are involved in a serious incident in a classroom (e.g a fight or serious racist, sexist or homophobic comment/behaviour towards another).

6. Sanctions and Linked Support Strategies

(NB all escalations completed by Pupil Support. A higher-level sanction supersedes a lower level one.)

Sanction	Reason	SIMS entry and Detention Supervision	Support Strategies and Restorative Justice Approach
Homework	Incomplete Not handed in	Initial concerns with regard to homework should be dealt with by the subject teacher.	RJ Teacher and CTL Repeated concerns with homework should be dealt with by the classroom teacher with support from their Curriculum Team Leader through an academic intervention. Defiance towards this is a Medium Defiance 60 mins detention.
LOW	Classroom concern Corridor concern Uniform concern	Entered by classroom teacher	Uniform – contact PSMs in first instance to rectify issue or sent home to rectify the issue by member of LT. Classroom - use teaching strategies such as: a verbal warning, gentle reminder, change of seating, change of task, change of lesson pace, questioning, diversion, humour have been exhausted. Brief (maximum of 5 minutes) cool-off outside the classroom.

			<p>One-to-one discussion with teacher.</p> <p>Support from another teacher requested.</p> <p>Telephone call home. Mentor notified.</p> <p>Potential Mentor report.</p> <p>Corridor - Supervised break (if issue at break time)</p>
MEDIUM: 30 minute Staff Detention	MEDIUM Repeated (3) lows 1 day (30 minutes available daily) Late for school	Set by mentor Set by classroom teacher	RJ Mentor Subject teacher
MEDIUM: 60 minute School Detention	MEDIUM Failure to attend staff detention (available daily) MEDIUM Defiance (60 minutes available daily) 2 lates to school in a week	Set by staff on detention rota, managed by YL's Staff member who set defiance detention must attend for a restorative conversation	<p>Year Leader/Subject Teacher</p> <p>Meeting with pupil and/or parent/carer.</p> <p>Letter home.</p> <p>Supervised breaks for break time issues.</p> <p>Formal request for support from LT.</p> <p>Yellow Report or Subject Report.</p> <p>Request to or intervention from another agency.</p> <p>Timetable modifications/special arrangements</p>
HIGH: 75 minute detention - 24 hours notice given to parents - Available Mon, Weds and Friday	Repeated Medium detentions Failing to attend multiple detentions Removed from lessons a number of times Other High-Level behaviours 3 lates in a week (NB 4 lates = Internal Exclusion)	Set by Leadership Team, Pupil Support Managers and Year Leaders Detention managed by the Leadership Team.	<p>Leadership Team informed</p> <p>If persistent, formal intervention from CTL or YL needed.</p> <p>LT Red Report.</p> <p>Pupil Support Programme (PSP)</p>

<p>HIGH INT EX: Internal Exclusion and 75-minute Detention</p> <ul style="list-style-type: none"> • 24 hours notice given to parents of detention 	<ul style="list-style-type: none"> • Repeated Medium defiance in a day • Failing to attend High75-minute detention • Removed from lessons a number of times <p>Four lates = Internal Exclusion</p>	<p>Set by Leadership Team and Head of Pupil Support</p>	
<p>HIGH: Serious and Highly Serious</p> <p>Internal Exclusion and 75-minute Detention</p> <p>Suspension from school (between 1 and 45 days) depending on severity and persistence of behaviour</p> <p>Consideration of permanent exclusion from school for a serious single incident or persistent breaches of the school behaviour policy.</p>	<p>Serious: (including) obscene language used towards staff, physical violence, persistent bullying, behaviour that brings the school's name into disrepute.</p> <p>Note: This list is not exhaustive</p> <p>Highly Serious: (including) assault on staff, serious assault on a peer, sexual misconduct (see DFE 2018 guidance), drug possession with the intent to supply or distribute, dangerous behaviour possession of a weapon or an item that could cause harm, e.g. fireworks, behaviour that seriously damages the school's reputation, persistent breaches of the school's behaviour policy and any other type of behaviour that would seriously harm the education or welfare of others if the pupil were allowed to remain in school. Moreover, any child who fails a PSP is at serious risk of permanent exclusion from school.</p> <p>Note:</p>	<p>Logged by Leadership Team and PSMs</p>	<p>Leadership Team Informed</p> <p>LT Red Report.</p> <p>Pupil Support Programme (PSP)</p> <p>Appearance before Governors' Pupil Discipline Committee.</p> <p>Consideration of a managed move if appropriate.</p> <p>Note: This lists are not exhaustive and the Headteacher will decide after applying the civil burden of proof whether or not permanent exclusion from school is appropriate</p>

	<p>This list is not exhaustive.</p> <p>The Headteacher will decide whether a pupil's behaviour constitutes a serious or highly serious breach of the school behaviour policy.</p>		
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The examples given are to be used as a guide. 'Serious' breaches of the behaviour policy could result in permanent exclusion from school. 'Highly Serious' breaches of the behaviour policy are likely to result in permanent exclusion from school; as outlined above, this is for the Headteacher to decide. Persistent breaches could result in permanent exclusion from school.

Examples of child on child abuse as outlined in the KCSIE 2023 statutory guidance will be taken seriously and dealt with according to the table.

When considering sanctions the school will follow its duties under the Equality Act 2010 and Children and Families Act 2014.

When reaching a decision to permanently exclude a child from school, the Headteacher will consider whether a serious breach of the behaviour policy or persistent breaches of the behaviour policy have taken place. The Headteacher will also consider whether the pupil's behaviour means that allowing him or her to remain in school would be detrimental to the education or welfare of another pupil or others in the school. **The Headteacher will apply the civil standard of proof, that if something is more likely than not to have occurred ("on the balance of probabilities") then the standard is met, when establishing the facts in relation to an exclusion from school.**

7. Detentions

Detention – a one chance system: one missed detention means that the detention moves up. By imposing the detention, the member of staff has every expectation that the punishment will resolve the problem. Detentions should not be given where there are long-term or persistent issues relating to poor work or behaviour, or where the sanction has been previously applied to little or no effect – YL and CTLs should be involved in addressing long term issue. Pupils and students who receive multiple detentions should be supported with appropriate interventions. All detentions should be logged on SIMS and a register taken during the detention. All detention escalations will be processed by Pupil Support.

Any member of staff may impose a Detention with no notice (within the hour permissible by law), For the Leadership Team 75 minutes detention, 24 hours' notice will be given to families.

Any member of the Leadership Team may impose a LT Detention where there have been numerous detentions which have been ineffective, or, exceptionally, where the member of the LT believes that an immediate sanction at this level will be more effective.

Where the pupil fails to attend the LT Detention, other than for reasons of ill health, the pupil will be internally excluded the next available day.

8. Removal to Another Classroom or the Pupil Support Room

In the first instance PSMS should be called or e-mailed and pupils removed into another classroom as indicated by the CTL room timetable. Pupils should not be left in corridors for more than a few minutes.

Pupils removed from a classroom will be required to reflect on the behaviour that led them to being placed in the PSM Room. The pupil will be instructed to return to the subject teacher who removed them for at the end of the day with the subject teacher and possibly the relevant CTL.

Poor behaviour in the removal room will lead to Internal Exclusion for the remainder of the day. Internal Exclusions is seen as a high level sanction. When placed in Internal Exclusion, pupils and students work in a calm and quiet environment and usually have a restorative conversation to look to prevent further sanctions.

If a pupil is removed from a class twice that day, the pupil will be sent to a member of the LT and placed in Internal Exclusion for the remainder of the day.

9. SEND Pupils

Certain pupils on the SEND register (with or without a statement) will need to follow a different procedure to avoid reaching the removal stage in the procedure. Please check Provision Mapper for pupils' specific SEND for your classes.

In the first instance staff must ensure that there is differentiation within the programme of study to ensure that pupils can access the work and therefore reduce the frustration which can in turn lead to poor behaviour in the classroom.

It may be possible to use the system or warnings with these pupils, but it is likely to be more effective to use this strategy once the teacher's own warnings and strategies have been exhausted. Removal from the classroom for some or all of the remainder of the lesson may be required. In this case, the pupil should be accompanied by the LSA within the lesson and taken to the Bethany Centre. If it is not possible to use the LSA (because for example, they are assigned to a pupil who cannot be left alone) then a Pupil Support Manager should be called to collect the pupil. The same procedures will apply – the pupil will complete the reflective pro-forma. SEN pupils should be treated the same as all other pupils in terms of the deducting of points.

10. Pupil Reports

Failure to complete a report, hand in a report that has a majority of failed targets or fail to hand a report to the staff for member for signing will mean a detention will be set. Poor response to any report at any level by a pupil can lead to an escalation in report type.

Green Mentor Weekly Report (MR) and Yellow Year Leader Reports

They are issued by Mentors who will inform the family with regard to the reason that the report has been issued. They must be signed each period by the member of staff teaching the lesson. They should also be signed each night by parents. They must be checked daily by the Mentor at the end of the day and any issues discussed. The length of time any pupil is on report is determined by his/her

progress and motivation and will be done in consultation with the Mentor. Pupils may remain on the Report Card for no more than two weeks.

Yellow Year Leader Report (YLR)

These are used where problems have persisted on the Green card for more than two weeks or for more serious initial incidents. The Year Leaders will ring home to inform the parents that the report has been issued. Receiving unsatisfactory feedback could lead to a daily detention of one hour from the YL. Pupils may remain on the report card for a **maximum of four weeks** before the report level is elevated. This report should be used when pupils have failed to respond to their mentor report or have too many negative points. This should also be used for any pupil who has been removed 3 times in a term. PSMs will inform YLs of these pupils

Red Leadership Team Report (LTR)

These are used where problems have persisted on the Yellow Card, for very serious incidents, or when a pupil has been internally excluded on several occasions. The LT member will ring home to request parents come in to discuss why the report has been issued. Failing this report could result in a more serious sanction. If the red report is ineffective a PSP will be requested that will look into how best to support the child/student.

Other Reports

Punctuality Report

Praise Card – a Positive Reward Card given by Mentors and YL.

Subject Report – any pupil who is underachieving in or disrupting a particular subject – issued by the CTL for that subject.

11. Prohibited Items

Prohibited items include: any food or liquid that is deemed to be inappropriate, vapes/vaping, drugs, cigarettes, alcohol, lighters, fireworks, illegal or inappropriate material of any description (print or electronic), harmful items and substances, weapons or items that look like a weapon or could be used as a weapon, that on the balance of probability, have been brought into school, or are in the possession of a pupil/student in school or in the vicinity of school. This list is not exhaustive.

Consequences for above are in the “highly serious” band of sanction.

Mobile phones, electronic devices and associated accessories such as headphones should not be visible in school – see appendices. If such items are seen by staff they will be confiscated and handed to reception. At the discretion of the school such items may only be collected by a suitable adult from reception. Food and prohibited items may be confiscated. They will be either be disposed of, destroyed, handed to the police or returned to parents at the school’s discretion.

Any pupil who brings a prohibited item into school will receive an appropriate sanction, up to and including permanent exclusion from school. The sanction will be determined by the Headteacher who will apply the civil standard of proof when reaching a decision.

12. Curriculum Team Leader (CTL) Support in Subject Areas

The Curriculum Team Leader (CTL) should support departmental colleagues’ efforts to deal with homework and behaviour concerns within the department. CTLs should be prepared to advise on

lesson content including the sufficiency of the differentiation. Advice can also be offered on disciplinary techniques that seem to work particularly well within the subject area.

The CTL is able to take action such as the short-term removal of a pupil or student from class and place that pupil in their own class, or that of a departmental colleague. Other actions could include contacting parents or instituting a subject report. Any interventions including detentions need to be logged.

If necessary, CTLs should seek advice from other subject leaders about strategies that appear to succeed with the particular student causing difficulty. Any action needs to be logged.

13. Mentors and Year Leader (YL)

When it becomes clear that a pupil is causing difficulty in a range of subject areas (via SIMS), the YL will be expected to intervene and, working in consultation with the relevant Subject Staff and Departments, formulate a strategy for modifying the behaviour of that student. The YL would then be expected to play the leading role in ensuring effective implementation of that strategy. The YL is not expected to play any direct role in the sending out of pupils from lessons. A pupil may also be requested by the YL, to work in the YL's classroom for a set period of time. Any action needs to be logged.

Actions need to be logged on the Behaviour Tracker at all levels of response.

14. Year Group Weekly Late Concerns

1 Late = 30 minute detention on the day

2 Lates = 60 minute detention of the day

3 Lates = 75 minute LT detention

4 Lates=Internal Exclusion and detention

These detentions are at the discretion of the Year Leader. Consideration will be given to circumstance and need.

Any pupils and students who arrive later than P1 without evidence from their families confirming why they have been delayed, will attend the PSM office until the member of the Leadership Team On-call is able to meet with them and decide the appropriate time for the pupil/student to join their class.

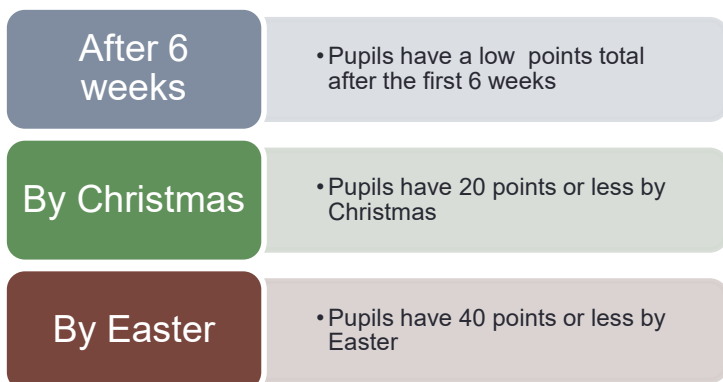
Late Concerns Over the Year

1. Year Leader meets with parents after 2 weeks of lates as outlined in the weekly late concerns above.

2. Parents to meet with Leadership Team link when lates reach 20%.
3. If a pupil/student continues to be late after steps above, pupil/student will register with their Leadership Team member at 8.30 daily.
4. Further lates seen as defiance towards LT and will be reported as a High breach. Home visit triggered and further sanction considered.

15. House Leaders – Points

Positive Reinforcement Reports should be instigated by House Leaders as soon as:



16. Internal Exclusion

Pupils who have behaved inappropriately may be placed in Internal Exclusion by a member of LT only. Internal Exclusion is a High Level Sanction, second only to exclusion from school and involves a pupil being removed from his/her lessons for a day to work independently, whilst supervised by a member of staff. Pupils who are placed in Internal Exclusion will have an additional hour of detention after school, in the Internal Exclusion Room. Parents will also be emailed with regard to the Internal Exclusion via SIMS and this will be kept in the pupil's SIMS file. Inappropriate behaviour whilst in Internal Exclusion is likely to lead to suspension from school.

Where Internal Exclusion doesn't appear to be working and a pupil has been internally excluded on a number of occasions, suspension is likely and the pupil will also be placed on Leadership Team Red Report.

17. PSPs

Pastoral Support Programme

Pastoral Support Programmes (PSPs) are designed to support pupils who are at risk of permanent exclusion or pupils who are at risk of becoming disaffected through repeated suspensions. A list of pupils on a PSP is kept in the Pupil Support Folder. Targets are set for the pupils and other agencies are sometimes involved. The key to this process is the regular review of the PSP that enables close monitoring of the pupil within the school environment. The PSP is school based, time-limited, has smart targets with practical strategies, is owned by the school and is overseen by the Leadership Team member responsible for behaviour, follows a standard format so involves minimum administration and is agreed, where possible, with parents and carers.

A PSP will usually be necessary under the following circumstances:

- A pupil whose behaviour is rapidly deteriorating and where a Senior Leadership Team or repeated Year Leader Reports are not working
- A pupil who has had two or more suspensions.
- A pupil who has had one exclusion of ten days or more.
- A pupil who is in danger of permanent exclusion.
- A pupil is on a managed move and is already on a PSP.

The PSP process

The PSP meeting is instigated by the member of the Leadership Team responsible for behaviour for the year group involved. The organisation of the meeting will be led by the Pupil Support Manager responsible for PSPs. The meeting will include the views of the staff who teach the pupil (via a questionnaire the results of which are shared during the meeting), the mentor, the Year Leader and the link member of the leadership team. The meeting will also consider the views of the pupil involved and also the parent / carer. Support staff working with the young person may also be contacted. External agencies that could contribute to/have already contributed to the support of the pupil may also be contacted as well as a representative from the Pupil Referral Unit who liaises with schools with regard to PSPs. The review process will usually take place every six weeks. This will allow for immediate changes and developments to PSP targets in order to help focussed support for the pupil. Ideally the reviews should include all the multi-agency partners involved in the original PSP whenever possible. The progress made against the PSP targets is checked weekly by the Pupil Support Manager. If there are any concerns with the progress, the PSM will alert the Leadership Team member responsible for behaviour. The LT link will also meet weekly with the pupil who is on a PSP report,

Actions following the PSP

If a pupil shows successful progress against the majority of the PSP targets and no longer meets the criteria for a pupil who should be on a PSP they will be removed from the PSP. Pupils will step-down to a Year Leader report once they have passed their PSP. The minimum time length expected for this would be 2 successful reviews. **If a pupil fails 2 reviews or whilst on the PSP behaves in a way that could lead to permanent exclusion, the school will liaise with other agencies to look at alternative off-site education for the pupil or permanently exclude the pupil. The success or failure of the PSP review will be communicated via email, phone or letter to parents/carers who fail to turn up to the PSP meeting following reasonable attempts to arrange a meeting time.**

18. Suspension and Permanent Exclusions

Possible reasons for Suspension are outlined in section 6. The term of suspension will be dependent on the seriousness of the offence. Where a very serious offence has occurred a longer term of suspension will be used. Serious misbehaviour may result in immediate, permanent exclusion. If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the suspension or permanent exclusion. The school will follow the DFE guidance stated here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1162401/Suspension_and_permanent_exclusion_guidance_May_2023.pdf

With suspensions and permanent exclusions, the relevant social work/VSH will be contacted.

Following a suspension there will be a reintegration meeting between school and child/family to look at how best to reduce the possibility of further incidents. The outcome of this meeting will be logged via contact home with by email or letter.

19. Investigating and Reporting Incidents

An investigation into an incident will be balanced and objective. The test is “on the balance of probabilities”.

When possible, the pupils and students involved in the incidents will be asked by the member of staff investigating to give their account of the events. When a suspension or permanent exclusion is considered the Headteacher will ask the child for their view when possible. Where relevant an advocate may be asked to support the child in expressing their view.

CCTV, mobile phone footage and still images may form part of our investigation. Where CCTV and images involve other children to the person being investigated, the school will be unable to make the information widely available due to rights infringement.

Any reports about incidents from staff about behaviour either on the appropriate forms or on SIMS should contain no personal comments/judgements about the pupils. Reports should be brief.

The decision to exclude a pupil permanently will only be taken:

- In response to a serious breach or persistent breaches of the school’s behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school

The school governors will scrutinise internal exclusion, suspension and permanent exclusion data

20. Sexual Violence and Harassment between pupils

This school follows the 2021 DFE guidance and are aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
- challenging behaviour (potentially criminal in nature)
- understanding that all of the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language.

The school will investigate any infringements of the above and deal with the issue following the clear guidance from KCSIE and will follow the sanctions of the behaviour policy.

21. Anti-Bullying

Incidents of bullying are dealt with according to the Behaviour Policy. The school has a clear anti-bullying policy that links to this policy. This policy also applies to online bullying and bullying that takes place out of school hours.

Other policies associated with this policy include: KCSIE, the Child Protection Policy, Special Educational Needs Policy, Physical Restraint Policy, Anti-Bullying Policy, E-Safety Policy and the Equality of Opportunity.

Appendices 1

Break Duty Responsibilities

Break duties are essential in ensuring a calm learning environment for everyone, so please ensure that you are on time, pro-active and attentive while doing them. If you have a planned absence please make sure that a colleague covers your duty (and that the Cover Manager is informed of this).

The same expectations apply to break times as to class time. No electronic equipment or accessories should be visible and if seen will be confiscated and handed to Reception for collection. Staff need to be actively engaged with supervision of pupils and students whilst on duty.

Playground: Please make sure you have a whistle whilst on this duty. Please blow the whistle 3 minutes before the bell sounds so that pupils make an orderly entrance into the building. It can be helpful to appoint two pupils to hold open the pupil entrance doors to avoid congestion. Staff should regularly circulate around the playground, canopy area and the Peace Garden. During the Autumn Term, pupils are allowed to wear jackets outside as long as the jackets conform to the uniform rules. All ball games should be kept to the marked boundaries. When playing ball games the number of pupils per side should be of an appropriate number for the activity. If games become unruly the equipment should be confiscated. No pupils should wear trainers.

Corridors: Staff should circulate around the corridors and playground regularly moving pupils on from areas where they are not allowed to loiter including stairwells and corridors. During wet breaks staff can also support the corridors with behaviour.

Refectory: Staff should initially supervise the queue to ensure that good order is kept. Once this has been achieved staff need to ensure that pupils take responsibility for the area where they are sitting, clear their tables and place plates/cutlery/refuse into the correct areas of the Refectory. Please ensure that pupils are sitting down when eating. Pupils should not gather or stand around, so please move them on. Please supervise pupils to ensure that they eat using good table manners.

If you need additional support whilst on duty please call The PSMs on 6767.

Appendices 2 – SOAR Expectations Pupil Version



Saint Cecilia's
Church of England School

Soar at Saint Cecilia's

"Whatever happens, conduct yourselves in a manner worthy of the gospel of Christ." Philippians 1:27



Safety:

- Follow instructions
- Stay safe in school, outside and on-line
- Stay hydrated and eat well
- Keep mobile 'phones and other technology out of sight and switched off
- Move calmly and with consideration of others
- Respect self and others



Ownership:

- Be ready to learn
- Adopt a healthy growth mindset
- Choose appropriate challenge in lessons (3 chillies)
- Choose appropriate behaviour
- Accept sanctions for poor choices (3 strikes)
- Take responsibility and don't blame others



Awareness:

- Appreciate others
- Appreciate opportunities
- Know academic targets
- Engage in lessons
- Allow teachers to teach and others to learn
- Manage time well
- Contribute to the school community



Resilience:

- Be positive
- Seize challenge in learning and in life
- Develop and use skills and strength to cope with and recover from problems
- Accept mistakes as learning opportunities
- Always aim high
- Don't give up



Appendices 3 – Mobile Phones & Electronic Devices

- Unless express permission is granted (e.g. a teacher has asked the pupils to use a device in class for a specific task), mobile phones should not be used for any purpose during the school day.
- Phones should be turned off and out of sight before pupils enter the school site
- Using mobile phones to bully and threaten other pupils is unacceptable. Cyber bullying will not be tolerated. In some cases, it can constitute criminal behaviour if the use of technology humiliates, embarrasses or causes offence. It is unacceptable regardless of whether 'consent' was given e.g. to take videos and pictures of acts to denigrate and humiliate that pupil and then send the pictures to other pupils or upload it to a website. This also includes using mobile phones to photograph or film any pupil or member of staff without their consent. In the event that this happens the pupil will be expected to delete those images.
- Mobile phones are not to be used or taken into changing rooms or toilets or used in any situation that may cause embarrassment or discomfort to their fellow pupils, staff or visitors to the school.
- This includes phones used outside school.

Consequences

- Should a pupil be seen with a mobile phone on school premises, the phone will be confiscated. Parents will be asked to collect the phone during the school day but 24 hours' notice will be required before collection of the phone.

- On the first infringement of this policy the mobile phone will be confiscated by the teacher and taken to a secure place within the school office. Parent / carer will be informed by the pupil. The parent / carer will then make an appointment to collect the phone when mutually convenient but 24 hours notice will be required. For repeated offences parents and children will meet with a senior member of staff with regard to the use of mobile devices.

Appendices 5: Behaviour Guidelines

Being Prepared, Practically, Physically and Mentally:

Before school

- Dress in full uniform.
- Try and eat breakfast or leave home with enough time to eat breakfast in the Refectory
- Make sure that all homework is complete.
- Pack bag with the following items: Swipe Card, Locker Key, pupil planner, pencil case containing: black or blue writing pens; highlighter pens; sharpened pencils; a rubber; a ruler; a calculator; your books/folders for that day and your PE Kit if required

Taking Responsibility for Personal Actions and Behaving Appropriately:

At school:

- Continue to wear full uniform – it may be checked during the school day (pupils may expect to be sent home if they are not wearing the correct uniform. Pupils must then return in good time to the school once the uniform infringement has been rectified).
- Make sure mobile phone and other electronic devices are not visible and are not turned on.

When walking around school and moving to/from lessons:

- Follow instructions from members of staff.
- Move to lessons on the sound of the bell.
- Hold doors open for others whenever possible.
- Never run.
- Walk quietly and calmly, on the left, where possible. Please use all available staircases, especially when directed to by a member of staff.
- Never block corridors or stairwells.

When entering lessons:

- Enter the classroom quickly and quietly and be ready to learn.
- Sit down according to the seating plan for the classroom
- Have books and equipment out speedily
- Begin the starter activity

During breaks:

- Use break time effectively such as using the Library or part-taking in quiet reflection in the Chapel.
- Follow the rules of the Library and Refectory.
- Use the break time to go to the lavatory.
- Only play ball games in the allocated areas
- Maintain a calm and pleasant environment for all.
- Not gather or sit down in groups blocking the corridor
- Move to lessons in good time in order for lessons to begin on-time (if outside, move quickly and quietly into school when the supervising staff member blows the whistle).

In Assemblies:

- Sit quietly (reflecting of the day's learning)
- Remove all bags and respect all pupils and students around you
- Sit in silence unless asked to speak.
- Actively listen.
- After assemblies leave the corridors by the assembly quickly and quietly.

After school pupils will:

- Make sure they have everything they need to complete their homework
- Only remain on site if they have a detention or if they intend to engage in extracurricular or enrichment activities.
- Not sit down in or congregate in corridors after school.
- Walk quietly through the pupil exits if not staying in school for extracurricular or enrichment activities.

Actively Engaging in Learning:

During lessons:

- Help maintain a supportive culture based on Christian Values and respect for everyone
- Allow the teacher to teach
- Engage fully in all activities
- Be an active listener.
- Put hand up and wait for permission before asking or answering a question.
- Celebrate the successes of others.
- Always see mistakes as steps on the road to understanding – be prepared to learn from mistakes and challenges.

Respecting Self and Others:

- Keep hands and feet to themselves at all times and be respectful of other people's space.
- Not bully, tease or upset peers.

- Remember that pupils represent the school inside and outside school so when taking Public Transport, wait quietly and if possible, be a good citizen and give up seat to a Member of the Public.
- Stay calm and never shout on the streets and on the journey to and from school
- Responsible use of Social Media.

GLOSSARY

YL	Year Leader
LT	Leadership Team
CTL	Curriculum Team Leader
PSM	Pupil Support Manager
PSP	Pastoral Support Programme
LSA	Learning Support Assistant
YLR	Year Leader Report
LTR	Leadership Team Report

Action	Committee	Date
Updated and Approved	Curriculum & Standards	September 2023
Review	Curriculum & Standards	September 2024

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