

# ST. ANNE'S CATHOLIC HIGH SCHOOL FOR GIRLS



## POSITIVE BEHAVIOUR FOR LEARNING POLICY

Statutory

Summer 2024

Next Review: Summer 2025

Quality of Education Committee

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## **MISSION STATEMENT**

St. Anne's Catholic High School for Girls will offer a positive presence in Enfield with a comprehensive curriculum, equipping students with the ability to meet the challenges of the 21st Century confidently and with high spiritual and moral standards.

We recognise that students, parents, staff and governors make up the school's community, which will continually self-evaluate to improve itself effectively and efficiently in all aspects of its growth.

***'Act justly, love tenderly, walk humbly with your God.'***

## **LEGISLATION, STATUTORY REQUIREMENTS AND GUIDANCE**

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and student referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)
- It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

## **AIMS**

All behaviour at St. Anne's should be an expression of our school's Mission Statement. **'Act justly, love tenderly and walk humbly with your God'**.

The implementation of a successful Positive Behaviour Policy entails close co-operation between school, students and parents/carers; the role of parents/carers cannot be over-estimated in supporting the school in ensuring that good behaviour, both in and out of the classroom, leads to a successful safe learning environment in which students reach their full potential.

## **SCHOOL BEHAVIOUR CURRICULUM**

We wish to create a culture of positive behaviour where students feel safe, comfortable and confident to take responsibility for their learning and an environment where expected behaviour is modelled and rewarded, and misbehaviour prevented to maximise student achievement and attainment at school.

Together, these expectations form the school's three rules and define what expected behaviour looks like.

**Ready to Learn**  
**Concerned for Society**  
**Being Curious and Open Minded**

To ensure students are clear, they will receive support throughout the school year to help meet these expectations:

- Use of visual aids to reinforce routines
- Staff modelling what positive relationships look like in their interactions with all members of the school community.
- Being clear and consistent in the use of sanctions

In addition, time will be spent, during Form time and Assembly, regularly explaining and reinforcing positive behaviour on:

- Expected behaviours and routines
- Values of the school
- Consequences of unacceptable behaviour

Reasonable adjustments will be made to routines for students with additional needs.

**Ready to learn**

Students will be expected to demonstrate that they are:

- Treating all members of staff, students and members of the public with respect;
- Arriving on time to school and every lesson
- Sitting in their allocated seat within the seating plan and not moving from it without permission.
- Entering the classroom quietly and calmly under teacher direction; otherwise lining up nicely, if applicable.
- Bags down; equipment out; ready to learn in that subject - pens, pencils, rulers, scientific calculator, books, homework
- Correct, complete and well-presented uniform - blazers on, shirts tucked in
- Eyes on the teacher when required
- Have a positive, 'can do' attitude

**Concerned for Society**

Students will be expected to demonstrate that they are Concerned for Society and are able to be collaborative by:

- Politeness and courtesy to everyone they encounter: use of kind and appropriate body and verbal language. Acknowledge and greet visitors to the school
- Corridor movement is quiet, calm and orderly: no boisterous, anti-social behaviour anywhere that disrupts the learning environment
- Moving around the school as per specific instructions (for example, one-way systems, out-of-bounds areas, and queueing)
- Lend a hand – hold doors open; be aware of others; everyone is a role model

- People are valued, not belittled, no derogatory, discriminatory or inflammatory language or behaviour
- Respecting equipment, spaces, environment – tidiness; no litter
- Listening to one another and their opinions/ideas
- Communicate maturely, sensibly and professionally; body, voice, Microsoft Teams.
- Knowing and understanding that everyone deserves a disruption-free school environment.
- Follow our rules consistently (particularly in practical subjects), understand these help keep you safe.
- No provocation or stirring of situations. Avoid the drama and don't contribute to it.
- Reporting incidents of disruption, violence, unacceptable behaviour, bullying and any form of harassment.

### **Being Curious and Open-Minded**

Students will be expected to show that they are Open-Minded and able to Take Risks In their learning by:

- Being supportive of their peers in their learning and responding to new situations.
- Actively and consciously following the school FOCUS principles.

### **FOCUS PRINCIPLES**

Each week a prompt is shared with students and staff and based on a set of FOCUS principles which reflect the values of the school.

FOCUS has been introduced to help promote Exceptional Behaviour for Learning and ensure a safe, calm and positive environment to support students develop an exceptional approach to their and others' learning with the objective to open a conversation at the start of the week to boost morale, foster friendships and hold students accountable for their choices, build character and develop good habits that can reach beyond the classroom. In addition, FOCUS provides an additional opportunity for staff to 'catch' students doing good.

**F**ind the courage it takes to be true to who I really am

**O**pen up to challenges so I can change, learn and grow

**C**are and be kind, treat others how I want to be treated

**U**nderstand that dreams only work when I do

**S**et myself up for success so that anything is possible.

## Non Negotiables for Promoting Equality at St. Anne's

At St. Anne's, we uphold a set of fundamental principles to foster a positive environment where every student feels valued, respected, and ready to learn. These guidelines are pivotal in nurturing a sense of community and ensuring smooth operations throughout the day:

Teachers **should always sanction** immediately in response to failing to meet these basic standards. Teachers are made aware of the students who require reasonable adjustments due to a SEND need meaning they need additional support to help them to meet these non-negotiables e.g Establishing clear and consistent expectations for behaviour, along with visual reminders or cues, to help students understand boundaries and reduce confusion or frustration that may lead to challenging behaviours.

- **Dress Code Excellence:**

Students are expected to adhere to the uniform guidelines meticulously, reflecting the pride they hold as St. Anne's students. By presenting themselves well, they embody the values of our learning family and contribute to a cohesive, respectful atmosphere.

- **Punctuality Matters:**

Arriving on time isn't just about attending classes; it's a mark of respect for the learning process and a demonstration of respect towards teachers and peers.

- **Equipment:**

By having all required materials readily available, students empower themselves to engage fully in their learning and preventing disruption.

Additionally, students must refrain from bringing prohibited items onto school premises or engaging in any form of physical altercation. Following instructions promptly and without dispute is imperative.

Furthermore, students are accountable for their conduct beyond the school gates and online platforms. Whether in uniform, interacting with fellow St. Anne's members or staff, or representing the school's reputation, their behaviour must align with our core values. Any actions jeopardising the safety or dignity of our learning family will be addressed swiftly.

### Jewellery, Cosmetics, Accessories and Hair

It is important that you understand the expectations below are there to promote consistency amongst students and for health and safety reasons. All jewellery must be removed for PE.

<b>Earrings</b>	Only 1 plain, gold or silver stud per ear.
<b>Piercings</b>	Body piercings are not allowed including tragus bars, helix bars, eye brow and lip piercings; no nose studs/rings
<b>Chains/Necklaces</b>	Religious chains/emblems may be worn but must remain hidden under clothing



	at all times. No other chains or necklaces are allowed.
<b>Rings, Bracelets,</b>	Religious chains/emblems may be worn but must remain hidden under clothing at all times. No other chains or necklaces are allowed
<b>Watches</b>	Only ordinary watches are allowed, no fitbits or sports watches.
<b>Nails</b>	No false/acrylic nails. No nail varnish allowed.
<b>Make Up</b>	No false eye lashes. No make-up for Years 7-9. Discreet make-up allowed for Years 10-11
<b>Hair</b>	Our school champions the right of staff and students to embrace all Afro-hairstyles. We acknowledge that Afro-textured hair is an important part of our Black staff and students' racial, ethnic, cultural, and religious identities, and requires specific styling for hair health and maintenance.

Should students wear any jewellery that is not permitted, it may be confiscated, and may receive a consequence. Confiscated items will be returned at the end of each term. It is recognised that the above will not cover all issues that may arise. Students may seek to wear items which have not been covered by the above, but which are against the spirit of these expectations. In such a case, or given any issue of dispute, the final decision is made by the Head of Year and Key Stage Pastoral team.

## **ATTITUDES TO LEARNING**

Students enjoy being rewarded for their effort and achievements and we aim to ensure that all staff consistently recognise, praise and reward a student's effort, achievement and contributions both in class and towards the school community on a weekly basis.

Praise can be earned by the maintenance of good standards as well as particularly noteworthy achievements. The 'Achievement Ladder' in classrooms enables students to reflect on their choices and help them identify personal strategies to succeed in lessons.

The top students from each form who have received the greatest number of achievement house points at the end of each or term are recognised in a special gathering.

## **REWARDS – RESPONDING TO GOOD BEHAVIOUR**

Recognising and rewarding positive conduct and good behaviour plays an important part in establishing and maintaining a culture of high expectations for all.

A wide range of rewards are used in St. Anne's both in class, within Departments, and in Assembly, to recognise and promote positive behaviour and to support a positive climate for learning.

These include the following:

- verbal praise and positive feedback
- written praise and positive feedback on homework, class books, coursework and assessments
- Achievement Points
- Pastoral Team Award
- Headteacher Award
- Certificates
- Top Form/Top House
- Positive phone calls home
- Recognition and acknowledgement of achievement during gatherings, form time, wall displays and social channels
- VIP passes for break and lunch as a special privilege
- Badges – awarded in recognition of an excellent record of positive behaviour
- Celebration events e.g. Hot Chocolate with the Head
- Prize draws
- Reward trips
- Achievement Shop tokens

Departments may compliment these rewards with additional recognition.

## **EXCEPTIONAL AWARDS**

**10 Exceptional Awards are voted for by students and staff on the last week of each term with one student selected from each year group.**

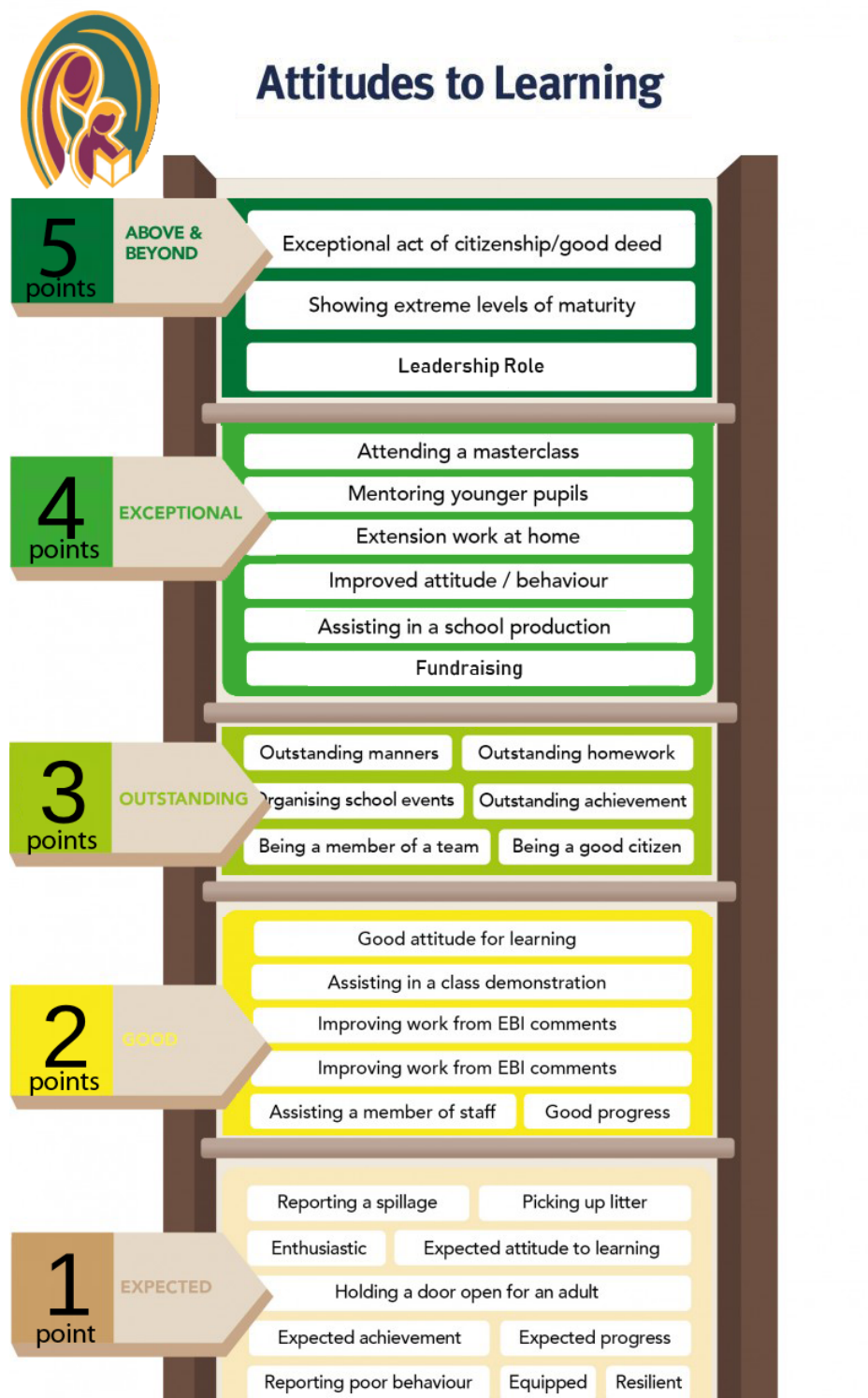
**Categories to include;**

- Active Listener Award,
- Everyday Hero,
- Yes I Can Award,
- Sunshine Award,
- Extra Mile Award,
- Makes our Day Award,
- Team Player Award,
- Most Motivated,
- Kindest,
- Above and Beyond

Winners are displayed on notice boards, receive a shout-out in form time and will be displayed on in-school digital signage.

Winners from each Year will be entered into a prize draw, each term for a gift voucher of their choice.

## ATTITUDES TO LEARNING LADDER



## **ROLES AND RESPONSIBILITIES**

### **THE GOVERNING BODY**

The Governing Body is responsible for:

- Reviewing and approving the written statement of behaviour principles (Appendix 1)
- Reviewing this behaviour policy in conjunction with the Headteacher
- Monitoring the policy's effectiveness
- Holding the Headteacher to account for its implementation

### **THE HEADTEACHER**

The Headteacher is responsible for:

Reviewing this policy in conjunction with the Governing body.

- Giving due consideration to the school's statement of behaviour principles
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of Special Educational Needs and Disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the Safeguarding Policy to offer students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy (see Appendix 2)

## **TEACHERS/STAFF**

All staff are leaders of behaviour and have a role to play in effective behaviour management and are responsible for setting the tone and context for positive behaviour within the school. Staff will use their understanding of cultural differences, diversity and neurodivergencies when modelling their approach to behaviour.

Staff can reinforce the behaviour curriculum in every interaction.

- Modelling what positive relationships look like, in their interactions with all members of the school community
- Acknowledging and praising behaviour that meets the expected standard
- Giving students clear reminders about what the consequences of their actions will be if they don't meet behavioural expectations
- Using positive reinforcement
- Being clear and consistent in the use of sanctions

All staff are expected to deal with the following in the first instance:

- Attendance and punctuality to lessons
- Equipment issues
- Organisation and presentation of work
- Monitoring of effort and achievement, including passive learning
- Monitoring of homework
- Eating and drinking in class, including chewing gum
- Uniform infringements
- Manners
- Litter/lack of care for the environment
- Bad language
- Low-level disruption

All achievement and behaviour comments are logged by staff using the school management information system ("ARBOR") to record positive and negative behaviours, communication logs with parents/carers and provide notification of the compulsory reflection times.

## **PARENT/CARER**

Parents and Carers should take responsibility for the behaviour of their child within and outside the school. They are expected to work in partnership with the school to assist in maintaining high standards of behaviour by:

- Signing the Home/School Agreement;
- Ensure that the student attends school every day, on time and fully equipped for learning, wearing full uniform with pride
- Discussing and reinforcing the school rules with their child;
- Responding promptly to communication from the school such as parent/carer texts, emails, phone calls and letters.
- Attending meetings to discuss their child's behaviour and progress in school.
- Forming positive Home/School relationships.

## **STUDENTS**

Students will be made aware of the following during their induction into the behaviour culture:

- Ready to Learn
- Concerned for Society
- Being Curious and Open Minded
- Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Students will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for students who are mid-phase arrivals.

## **CONSEQUENCES**

St. Anne's will issue a consequence as a sanction, or punishment, in response to negative behaviour and conduct, this includes the use of reflection time.

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

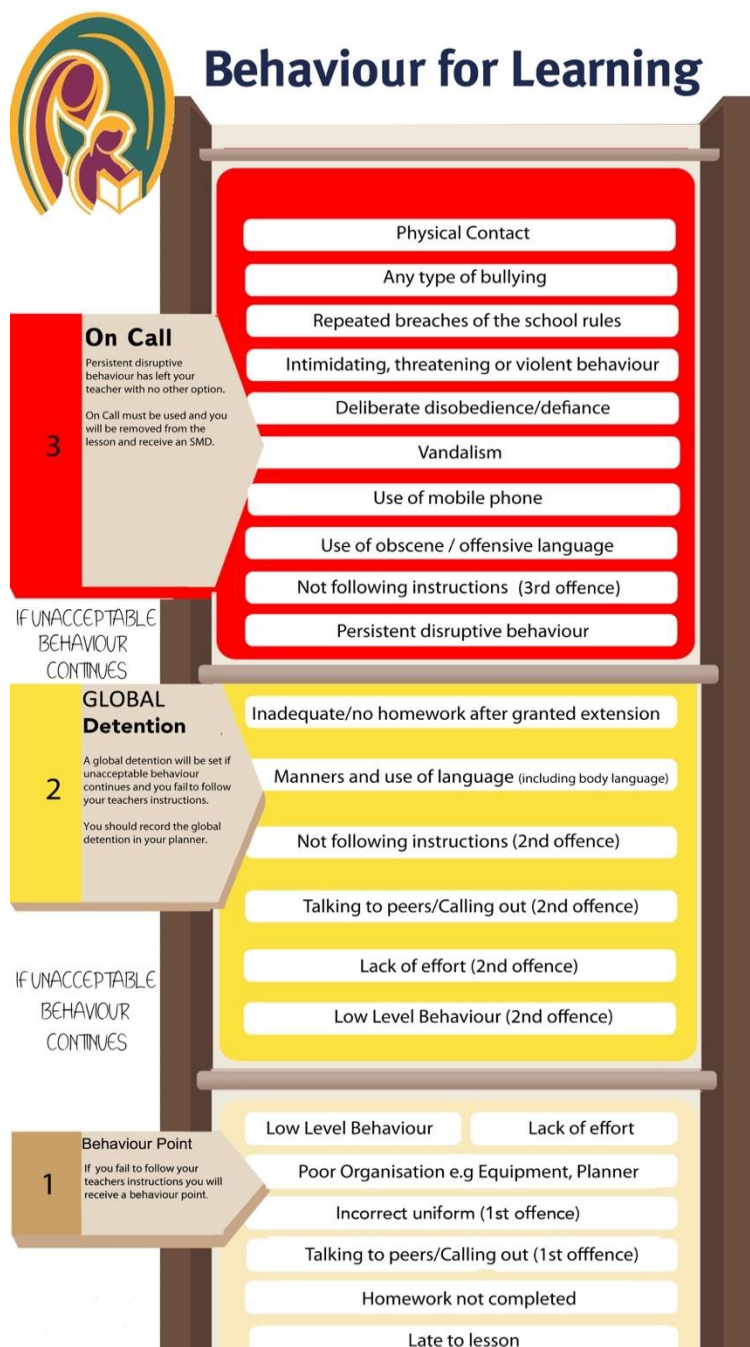
When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A behaviour point and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Punctuality Club at break or lunchtime, or after school
- Senior Mentoring and Development after school
- Weekend Reflection Session
- Loss of privileges – for instance, social time during break and lunchtime
- School-based community service, such as tidying a classroom
- Referring the student to a Senior member of staff

- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Putting a student 'on report'
- Removal of the student from the classroom
- Internal Suspension
- Suspension
- Permanent exclusions, in the most serious of circumstances
- Personal circumstances of the student will be considered when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

## THE BEHAVIOUR LADDER



Much of the disruptive behaviour in the classroom can be alleviated before they become serious discipline problems. All students are explicitly taught our school rules. The guidelines below are designed to minimise low-level disturbance and we aim to apply them consistently across the school.

Before using the stepped approach, teachers will pre-empt any off-task behaviour in lessons by using a range of effective pre-emptive strategies before using the stepped approach.

### **Step 1 – Behaviour Point**

**What:** Students reminded of the rules that they have breached and warned of the consequences of continued unacceptable behaviour.

**Why:** Students behaviour cannot go left unchallenged and must be recorded.

### **Step 2 – Reflection Time**

**What:** Unacceptable behaviour has continued and the student has repeatedly failed to follow the teacher's instructions. The student will be instructed to record the reflection time in their planner and the subject teacher will initial to confirm and a reflection time session set via Arbor.

**Why:** Usually, this consequence would be enough for the student to recognise what they have done wrong without escalating further.

### **Step 3 – On Call**

**What:** Persistent disruptive behaviour has left the teacher with no other option. On Call must be used and the student removed from the lesson.

**Why:** Student has repeatedly breached the school rules and will receive a 1 hour Senior Mentoring and Development (SMD) on a Friday afternoon.

In the event of an On Call before lunch time, the student will lose the privilege of social time at break and/or lunch time but will be given time to eat and use the toilet.

In the event of an afternoon On Call, the student will lose the privilege of social time at break and lunch time on the next available school day.



## **Reflection Time Summary**

St. Anne's utilises reflection time (including sessions outside of regular school hours) as a measure in line with its statutory powers to guide students in self-reflection and accountability. Reflection time is assigned as a consequence when a student falls short of meeting expectations or violates the school's behaviour policy.

The Parent portal app serves as a tool for notifying parents or carers about reflection time sessions, thereby fostering effective communication and collaboration between home and school.

It's crucial to emphasize that the Parent portal app should only be installed on parent/carer devices and not on student devices to prevent the possibility of important information being overlooked.

It's important to understand that the timing of reflection time sessions may not always align with the convenience of students and/or parents or carers. These sessions are not scheduled to accommodate individual preferences. If a student has prior commitments or family obligations after school, such as picking up younger siblings from primary school, they should strive to make positive behaviour choices to avoid reflection time in the first place. Successfully completing the assigned reflection time session remains the primary focus.

## **Reflection Time Escalation**

If a student fails to attend, or satisfactorily complete, a reflection time the consequence will be escalated.

If a student fails to complete a reflection time they will be issued with an SMD. Students who are absent on the day of a reflection time will be expected to complete their consequence on the next available session of their return to school. It is the responsibility of students to ensure that outstanding reflection time sessions are completed. Failure to do so will lead to escalated consequences. Persistent failure to complete will result in a more serious consequence such as an Internal suspension.

## **Punctuality Club**

Our school day formally begins at 08:40 am, and it's crucial for all students to be present on the school site by this time.

For students arriving after registration, we implement a same-day lunchtime session at the Punctuality Club, running from 1:40 pm to 2:10 pm. This session offers an opportunity for reflection and guidance on the importance of punctuality.

Consistent tardiness, defined as two late arrivals within the same week, will result in entry to our Senior Mentoring and Development session on a Friday afternoon.

## **Senior Mentoring and Development (SMD)**

An SMD is mandatory for:

- Defiance
- Physical Contact
- Any type of bullying
- Not following specific instructions (for example, one-way systems, out-of-bounds areas, and queueing) (2nd offence)
- Misuse of social media, including Microsoft Teams, seriously affecting the order of the school
- Repeated truancy from lessons
- Possession of a prohibited item
- Theft
- Repeated breaches of the school rules
- Intimidating, threatening or violent behaviour
- Deliberate disobedience/defiance
- Vandalism
- Mobile phone 1st offence (2nd offence = Internal Suspension.)
- Use of obscene/offensive language
- Persistent disruptive behaviour.
- Persistent lateness to School

If a student was absent from Reflection Time session but present in school, they will sit the SMD at the next SMD session and will be issued with another SMD for missing the original SMD.

**If a student receives 4 SMD's this could result in an Internal Suspension or External Suspension and the student will be placed on a Behaviour Support Plan. (BSP)**

The decision to exclude a student lies with the Headteacher.

### **Late to lesson**

Arriving to lesson on time and ready to learn is essential for good teaching and learning to take place.

Teachers will record the number of minutes late on Arbor and students who arrive late by more than 5 minutes or more will be issued with a behaviour point(s) as appropriate.

Persistent lateness will result in a meeting with parents/carers in the event of a student arriving late each week to discuss concerns.

## **Weekend Reflection Session**

Weekend reflection sessions occur on the Upper Site from 09:00 am to 10:30 am, twice a term and are designated for more serious or persistent rule infractions. These sessions are supervised by a member of the Senior Leadership Team.

## **Timings**

### **Reflection Time takes place every Monday and Wednesday afternoon**

3:10pm – 3:40 pm on the Upper Site

3:10pm – 3:40 pm on the Lower Site

### **Senior Mentoring and Development (SMD's) take place every Friday afternoon**

3:10pm – 4:10pm on the Upper Site

3:10pm – 4:10pm on the Lower Site

## **BEHAVIOUR POINTS EXPLAINED**

<p><b>In the first instance students will receive 1 behaviour point for low level behaviour</b></p> <p>No homework submitted – initial incident</p> <p>Chatting/Shouting Out</p> <p>Lack of effort</p> <p>Failure to follow instructions</p> <p>Littering</p> <p>Not being organised</p> <p>Eating in class</p> <p>Uniform not correct</p> <p>Late to lesson</p> <p>Poor organisation</p> <p>Not following instructions</p> <p>Manners and use of language</p> <p>Lack of effort</p> <p>Littering</p>	<p><b>Students will receive 1 additional behaviour point and Reflection Time session for each subsequent time they</b></p> <p>Chatting/Shouting Out</p> <p>Lack of effort</p> <p>Failure to follow instructions</p> <p><b>Students will receive 1 behaviour point and a Reflection Time session for:</b></p> <p>Chewing Gum</p> <p>Failing to move quietly, calmly and orderly anywhere that disrupts the learning environment.</p>
<p>Students will receive 2 behaviour points for</p> <ul style="list-style-type: none"> <li>• Poor behaviour in communal areas</li> <li>• Poor behaviour in the local community (Possible SMD)</li> <li>• Poor behaviour during school assemblies or externally facilitated events (Possible SMD)</li> <li>• Poor behaviour when attending mass (Possible SMD)</li> <li>• Misuse of social media with a moderate impact upon the order of the school (Possible SMD)</li> </ul>	

## BEHAVIOUR POINT TRIGGERS

Stage 1	Behaviour Points	Consequence	Action
	<p><b>8 behaviour points</b></p>	<p>Reflection Time session with a letter home and text/email to parent/carer</p> <p><b>Early Intervention:</b></p> <ul style="list-style-type: none"> <li>• Mentoring meeting with Head of House</li> </ul>	<p>Stage 1 letter posted home to share concerns.</p> <p>Pastoral Lead to liaise with Head of House mentor.</p> <p>Head of House and Pastoral Lead to acknowledge and celebrate success and improvement in Form e.g. positive praise, note in planner, phone call, postcard etc.</p> <p>Escalation to Stage 2 if no sustained improvement.</p>
<p><b>Stage 2</b></p>	<p><b>14 behaviour points</b></p>	<p>Reflection Time session with a letter home and phone call to parent/carer</p> <p><b>Early Intervention:</b></p> <ul style="list-style-type: none"> <li>• Mentoring meeting with Form tutor</li> <li>• Round Robin Review</li> </ul>	<p>Stage 2 letter posted home to share concerns.</p> <p>Pastoral Lead to liaise with Form tutor.</p> <p>Pastoral Lead to call home to over-communicate expectations and Home-School Agreement</p> <p>Form tutor and Pastoral Lead to acknowledge and celebrate success and improvement in Form e.g. positive praise, note in planner, phone call, postcard etc.</p>

			Escalation to Stage 3 if no sustained improvement.
<b>Stage 3</b>	<b>20 behaviour points</b>	<p>SMD (1hour) with a letter home and phone call to parent/carer.</p> <p><b>Early Intervention:</b></p> <ul style="list-style-type: none"> <li>• Parent/Carer Interview with Pastoral Lead and AHT responsible for Behaviour for Learning/SENDSCO.</li> <li>• Pastoral Lead Interview and Student Profile (Understanding turbulence factors)</li> <li>• Close monitoring of student behaviour – Pastoral Lead Report</li> <li>• To consider: Discussion with SENDCO</li> <li>• Emotional Literacy Support</li> <li>• Counselling referral</li> <li>• Anger management referral</li> <li>• External Support (Behaviour Support Services) considered.</li> </ul>	<p>Stage 3 letter posted home to share concerns.</p> <p>Pastoral Lead to call home and arrange meeting.</p> <p>Pastoral Lead to conduct interview with student and student to complete profile on turbulence factors.</p> <p>Pastoral Lead to coordinate appropriate early intervention/s and referrals as necessary.</p> <p>Pastoral Lead to acknowledge and celebrate success and improvement in Form e.g. positive praise, note in planner, phone call, postcard etc.</p> <p>Escalation to Stage 4/5 if no sustained improvement.</p>

<p><b>Stage 4</b></p>	<p><b>20 behaviour points accumulated over a fortnight</b></p>	<p>A day in Internal Exclusion</p> <p><b>Intervention</b></p> <ul style="list-style-type: none"> <li>• Parent/Carer Interview with Pastoral Lead and AHT Headteacher responsible for Behaviour for Learning.</li> <li>• Behaviour Contract</li> <li>• Behaviour Support Plan (BSP) considered.</li> </ul>	<p>Stage 4 - Internal Suspension letter posted home to explain arrangements.</p> <p>Pastoral Lead to call home and arrange meeting.</p> <p>Pastoral Lead to co-ordinate appropriate early intervention/s and referrals as necessary.</p> <p>Pastoral Lead to acknowledge and celebrate success and improvement in Form e.g. positive praise, note in planner, phone call, postcard etc.</p> <p>Escalation to Stage 5 if no sustained improvement.</p>
<p><b>Stage 5</b></p>	<p><b>30 Behaviour points</b></p>	<p>2 day Internal Exclusion</p> <p><b>Intervention:</b></p> <ul style="list-style-type: none"> <li>• Parent/Carer Interview with Pastoral Lead and AHT responsible for Behaviour for Learning.</li> <li>• Behaviour Support Plan</li> <li>• Governors Intervention</li> <li>• Pastoral Support Plan (PSP)</li> </ul>	<p>Stage 5 - 2 day Internal Suspension letter posted home to explain arrangements.</p> <p>SLT meeting with parent/carer to agree SMART targets, over-communicate expectations of Good Conduct and Home-School Agreement.</p> <p>Letter posted home Formal warning issued.</p> <p>Review of needs and current provision/interventions.</p>

		<ul style="list-style-type: none"> <li>• Referral to outside agencies</li> <li>• Off-site provision</li> </ul>	<p>Individual Behaviour provision map to be produced and shared with staff; to include SMART targets.</p> <p>Pastoral Lead and/or SLT to lead and facilitate a RESET meeting (restorative conversation) between staff and student.</p> <p>SLT to acknowledge and celebrate success and improvement e.g positive praise, note in planner, phone call, postcard etc.</p> <p>Behaviour Panel with staff considered.</p> <p>Escalation to Associate Headteacher</p>
<b>Next Steps</b>	<p><b>Associate Headteacher Report</b></p> <p><b>Reason: Repeated exclusions</b></p>	<p>Minimum 2-week report.</p> <p>Associate Headteacher meeting with parent/carer and Pastoral Lead</p> <p>Intervention to consider:</p> <p>As Stage 5</p> <p>Modified Timetable</p> <p>LA Fair Access Team to be made aware of the case.</p> <p>Managed Move</p> <p>External Alternative Provision.</p>	<p>Letter posted home</p> <p>Second formal warning issued.</p> <p>Associate Headteacher to over-communicate expectations and Home-School Agreement.</p> <p>Signed Home-School Agreement and signed personalised behaviour contract; to include SMART targets</p> <p>Review of needs and current provision /interventions</p> <p>Individual Behaviour Provision Map to be</p>



			<p>reviewed and shared with staff</p> <p>Associate Headteacher to acknowledge and celebrate success and improvement e.g. positive praise, note in planner, phone call, postcard etc</p> <p>Governor Behaviour Panel considered.</p> <p>Escalation to “At Risk” panel if no sustained improvement.</p>
<p><b>“At Risk” Panel</b></p>	<p><b>Student is now at risk of permanent exclusion due to a history of challenging behaviour.</b></p>	<p>Minimum 2- week Headteacher behaviour report.</p> <p><b>Intervention to consider:</b></p> <p>Governor Behaviour Panel</p> <p>Signed personalised behaviour contract; to include SMART targets</p> <p>Individual Behaviour Provision Map to be reviewed again and shared with staff, Pastoral Lead and/or SLT to lead and facilitate a Resolution Meeting (restorative conversation) between staff and student</p>	<p>Letter posted home/Final formal warning.</p> <p>Permanent Exclusion considered if no sustained improvement.</p> <p>Headteacher to review impact of interventions and consider any unmet need/s.</p>

## **FRESH START**

At the beginning of each term (autumn, spring and summer) behaviour points will reset to zero.

Although reset, behaviour points accrued will remain on the system to look for patterns of behaviour.

This historic viewpoint is taken into consideration when making future decisions regarding serious sanctions.

Student circumstances and actions will be considered individually and as such the support and/or sanctions will be tailored to the individual student where appropriate.

Trends in behaviour will continue to be monitored both in and out of the classroom and strategies adopted to support individual students as necessary.

## **REMOVAL FROM CLASSROOMS – ON CALL**

In response to serious or persistent breaches of this policy, the school may remove the student from the classroom for a limited time.

Students who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove students from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the student is being unreasonably disruptive
- Maintain the safety of all students
- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to regain calm in a safe space

Students who have been removed from the classroom are supervised by a member of SLT/Pastoral Team, and will be removed for the remainder of the lesson.

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher.

Students should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for students who are frequently removed from class, such as:

- Mentoring
- Use of Teaching Assistants
- Short term behaviour report cards
- Long term behaviour plans
- Student support units
- Multi-agency assessment

### **INTERNAL SUSPENSION**

Where appropriate, St. Anne's may issue an Internal Suspension as opposed to an External (previously known as 'fixed term'), where students are removed from their normal lessons as a consequence of their behaviour. As part of the Internal Suspension consequence, students lose the privilege of social time at break and lunch times but will be given time to eat and use the toilet outside of the normal timetabled break and lunch sessions.

Students in Internal Suspension must adhere to the following expectations:

1. Work silently on allocated academic work.
2. Complete a reflection task related to the incident.
3. Remain in the allocated seat throughout the day.

An Internal Suspension may be issued as a consequence for:

- persistent disruptive behaviour, including when a student is issued with 5 behaviour points in a week or has triggered the On-Call support system multiple times in a day
- persistent truancy
- defiance
- failure to attend a Reflection Time session
- swearing directly at a member of staff
- a serious incident and serious breach of the behaviour policy

Students who are absent on the day of Internal Suspension will complete this consequence on the first day of their return to school.

Students who leave without permission will be required to either carry out additional time in Internal Suspension or be subject to an External Suspension for a fixed period.

## **SUSPENSION**

Good behaviour is essential to ensure that all students can benefit from the opportunities provided by the school and that all students feel safe within school. As a result, an external suspension will be used as a sanction when warranted within the Behaviour for Learning Policy.

An External Suspension may be issued as a consequence for a serious breach or persistent breaches of the behaviour policy, or when a student has already completed a number of Internal Exclusions.

Incidents that can lead to exclusion include:

- Violence of any kind.
- Abusive language to any member of staff (including on social media).
- Racist, sexist or homophobic language
- Malicious accusations against school staff, Harassment or bullying, including on social media.
- Any incident that poses a risk to the health and safety of others in or outside of school.
- Anti-social behaviour: graffiti, vandalism.
- Damage to property or theft of items.
- Any incidents outside of school where the student is wearing school uniform or is identifiable as a St. Anne's student.
- Any incidents that happen outside of school that are brought in to school and disrupt learning or health & safety.
- Persistent disruptive behaviour.
- and where allowing the student to remain in school would seriously harm the education or welfare of the student or the education and welfare of others in the school.

Any incident that is a crime such as violence, theft, drugs, arson or carrying weapons, is likely to result in permanent exclusion. Any decision regarding any behaviour will always be at the discretion of the Headteacher who has the right to take appropriate action based on the balance of probabilities and taking into account all the information provided at the time surrounding an incident.

## **MANAGED MOVE**

Through the 'managed move' process, St. Anne's works in partnership with the local authority and other local schools to mitigate against the need for permanent exclusion.

St. Anne's can transfer a student to another school – a process called a 'managed move' – if it has the agreement of everyone involved, including the parents or carers and the admission authority of the new school.

A managed move may be appropriate for a student at risk of permanent exclusion as a result of a critical incident, persistent disruptive behaviour or a combination of a critical incident and persistent disruption.

Managed moves are for a period of 12 weeks with the intention that, if successful, the student will remain on roll at the receiving school, therefore avoiding permanent exclusion.

## **PERMANENT EXCLUSION**

Permanent exclusions may be in response to persistent breaches of the behaviour policy or for a one-off serious breach of the behaviour policy, and where allowing the student to remain in school will be detrimental to the education and welfare of the student and/or others.

If this happens the local authority where the student lives must arrange full-time education from the sixth day.

St. Anne's will use permanent exclusion as a last resort only.

Please see the separate Exclusions Policy.

## **SUPPORTING STUDENTS**

St. Anne's recognises all students as individuals with unique strengths, abilities and needs. We strive to ensure a student-centred and inclusive approach that supports students to learn, to understand, to manage and improve their own behaviour and to build positive relationships with adults and other students. In doing so, we aim to avoid Trauma & Harm and promote Emotional Health, Wellbeing and Safeguarding needs.

### **Supporting students with additional needs**

St. Anne's acknowledges the school's legal duties under the Equality Act 2010, in respect of students with Special Educational Needs & Disabilities (SEND) and will have due regard to the SEND Code of Practice when administering the Behaviour Policy.

We will engage proactively with parents or carers in supporting the behaviour of students with additional needs.

At the school's discretion, reasonable adjustments to consequences may be made according to any special educational needs or disability a student may have. For example, Internal Exclusions may be split over multiple days, or students may be given regular breaks throughout the day to support the successful completion of consequences.

Other reasonable adjustments may include the use of 'time out' passes or access to the SEND base for respite.

Where the school has concerns about the behaviour, or risk of exclusion, of a student with additional needs or a student with an Education, Health and Care Plan (EHCP), it will, in partnership with others (including the local authority as necessary), consider what additional support or alternative placement may be required. This will involve assessing the suitability of provision for a student's SEND.

This means that early intervention to address underlying causes of disruptive behaviour will include an assessment of whether appropriate provision is in place to support any Special Educational Needs and/or Disability that a student may have.

Where a student has an EHCP, the school will consider requesting an early annual review or interim/emergency review. The school is aware that disruptive behaviour can be an indication of unmet needs.

Where the school has concerns about a student's behaviour and there is no formal diagnosis of SEND, it will try to identify whether there are any causal factors and intervene early in order to reduce the need for subsequent exclusion. In this situation, the school will consider whether a multi-agency assessment that goes beyond a student's educational needs is required and will work with other local agencies to assess the needs of students who display continuous disruptive behaviour.

Such assessments may pick up unidentified SEND but the scope of the assessment could go further, for example, by seeking to identify mental health or family problems.

### **Supporting students following a sanction**

Following a sanction, the school will consider strategies to help students to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings
- Daily contact with their Pastoral Lead
- A report card with personalised behaviour goals

### **Student Support - Intervention Strategies**

When a student's behaviour and progress is a concern or when they need additional support, this is discussed with the aim of providing intervention to support a student to make better progress. Subject or Pastoral Lead reports can be used to help support students who are struggling with targets that can be monitored and reviewed.

Additional interventions include;

- Referrals for specialist advice from agencies linked to the school, either for the individual (e.g. Educational Psychology Service) or in more general terms (e.g. LA Behaviour Support Service).
- Referrals to the SENDCO (Special Educational Needs & Disabilities Co-ordinator) for a short period of additional support outside the usual classroom environment.
- Peer mediation and counselling schemes.
- Parents/carers consultations and family sessions.
- One-to-one counselling with a trained specialist.

Other strategies used to support students are:

- Resolution meeting with student and teacher.
- Meetings with parent/carers.

- Behaviour Contract
- Student Profiles (Understanding turbulence factors)
- Referral to Learning Mentor or School Counsellor
- Behaviour Support Programme (BSP)
- Referral to outside agencies or Rewards for agreed targets.
- Referral to School Behaviour Panel.
- Pastoral Support Plan (PSP)
- SEND Referral
- Personalised Curriculum
- Anger management
- Round Robins
- Mentoring
- Fresh start

## **VULNERABLE STUDENTS**

We strive to avoid suspensions and apply inclusion strategies that will help safeguard, any vulnerable student to change behaviours that hurt others, themselves or that interfere with the learning of the other students.

In addition, any student found to be involved in weapons, drugs or criminal behaviour should be viewed as “at risk” of criminal exploitation. Appropriate steps will be taken to seek to avoid suspension and support future behaviour, such as:

- Regular meetings with parents/carers and the student to discuss objectives and strategies;
- Ensuring that the community is positive with and about children with behaviour difficulties;
- Finding aspects of the curriculum that motivate and inspire;
- Ignoring some of the lower-level behaviours where possible;
- Adapting the way that the school day is organised for any vulnerable student

Sometimes it may be necessary to apply an exclusion if a student:

- Is verbally abusive to children or adults after an agreed number of warnings;
- Is physically harmful to children or adults after an agreed number of warnings;
- Continues to be disruptive in class after reasonable strategies have been applied.

Student support services will be involved at the earliest opportunity whenever a student seems likely to be suspended.

## **RESET CONVERSATIONS**

St. Anne's operates a restorative approach to repairing relationships between staff and students when things go wrong. A restorative conversation will be held between staff and student during a Resolution meeting. This allows the opportunity for issues to be resolved so that learning can continue in the future without any barriers. This may be facilitated by a Subject Leader/Pastoral Lead. SLT may be involved following a very serious incident resulting in an exclusion.

## **STUDENT TRANSITION**

### **Inducting incoming students**

The school will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the Positive Behaviour Policy and the wider school culture.

### **Preparing outgoing students for transition**

To ensure a smooth transition to the next year, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year.

## **PROHIBITED ITEMS**

The following are Prohibited Items and their presence on school premises or if found on an individual student may lead to a Permanent Exclusion:

- knives or any bladed article
- weapons
- alcohol
- illegal drugs, and drugs paraphernalia
- stolen items
- tobacco and cigarette papers, and other smoking paraphernalia (lighters, matches, e-cigarettes, e-vapes)
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for
- anything inappropriate or detrimental to good order and discipline
- energy drinks and fizzy drinks
- chewing gum

Headteachers and authorised staff can also search for any item banned by the school rules or any item which the Headteacher deems disruptive to the education of students and the smooth running of the school. Staff have the right to confiscate, search and ultimately delete any media which they suspect is being used to bully or otherwise cause individual harm.



## **CONFISCATION, SEARCHES AND SCREENING**

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### **Confiscation**

Any prohibited items found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to students after discussion with Senior leaders and parents/carers, if appropriate.

### **Searching a student**

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed. Staff will **not** perform or subject a student to intimate body searches.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip. An authorised member of staff can search a student's possessions when the student and another member of staff are present.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student's co-operation

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Headteacher / Designated Safeguarding Lead (DSL) (or deputy) / Pastoral Team to try and determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified on Page 32 but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search. An authorised member of staff may search a student's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

### **Searching students' possessions**

Possessions means any items that the student has or appears to have control of, including:

- Desks
- Lockers
- Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the Designated Safeguarding Lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed on Page 32.
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items including incidents where no items were found, will be recorded in the school's safeguarding system.

### **Informing parents/carers**

Parents/carers will always be informed of any search for a prohibited item (Page 32). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything

What action the school has taken, including any sanctions that have been applied to their child.

## **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's Safeguarding Policy and speak to the Designated Safeguarding Lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

## **USE OF REASONABLE FORCE**

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among students.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.

When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student including SEND, mental health needs or medical conditions.

Before using force, staff should - where practicable - tell the student to stop misbehaving. Care should be taken to avoid giving the impression that the member of staff is angry or frustrated or are acting to punish the child. It should be made clear with calm language that as soon as the need for force ceases, it will stop.

Appropriate use of force will range from physical passive presence in between students, to blocking a student's path, ushering them by placing a hand in the centre of the back, leading/guiding them by the hand or arm, to in more extreme circumstances using appropriate restraining holds.

Particular attention will be given to individuals' needs which arise from statements of SEN or Disability (SEND). Whilst it is highly desirable that staff should avoid acting in any way which might reasonably be expected to cause an injury, in truly exceptional circumstances it is recognised that it may not always be possible to avoid. Any such injury caused will be properly investigated by the school and will require justification.

Please see the separate Use of Reasonable Force Policy.

## **CONDUCT BEYOND THE SCHOOL GATE**

Students are expected to demonstrate a high standard of conduct outside of the school gates as each person is an ambassador for the community.

Students are expected:

- To arrive at and leave in full uniform (students are not permitted to wear hooded sweatshirts at any time on the premises – such items will be confiscated on sight)
- To use the traffic light crossings where possible to cross the road safely
- To take any litter home and dispose of it properly
- To respect our neighbours and all local residents
- To not loiter in Enfield Town/Coleman's Parade/Palmers Green

St. Anne's has the power to discipline students for misbehaving outside of the school premises and may discipline students for:

misbehaviour when the student is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a student at the school

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school
- poses a threat to another student or member of the public
- could adversely affect the reputation of the school

St. Anne's will investigate misbehaviour including, non-criminal bad behaviour and bullying (including cyber-bullying), which occurs off the school premises and which is witnessed by a staff member, or is otherwise reported to the school. In respect of criminal behaviour, St. Anne's will liaise with the Safer School's officer and other appropriate authorities as necessary. Consequences for conduct outside the school gates may include Reflection Time session, Internal Suspension, External Suspension or Permanent Exclusion.

## **BULLYING**

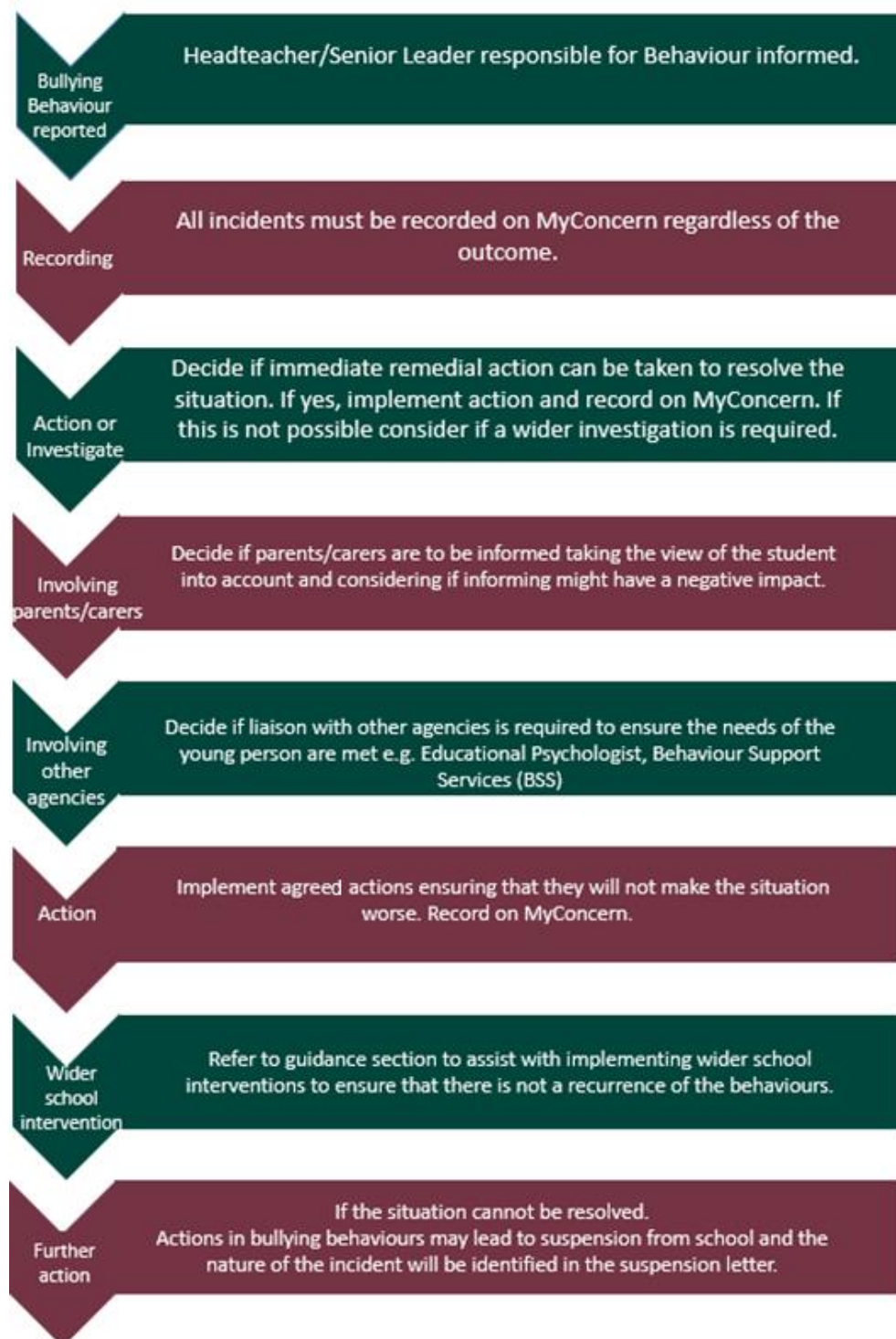
Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against
- Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

## Bullying Prevention



## **STAFF DEVELOPMENT AND SUPPORT**

Advice for all adults on how to deal with inappropriate behaviour at the time and wherever it occurs in the school will be provided. The school also recognises that regular Continuous Professional Development (CPD) on behaviour is essential in developing a positive climate for learning and will strive to ensure that all adults have access to such CPD as identified through self-evaluation and individual performance management reviews.

However, the school recognises that from time to time and for a variety of reasons adults may feel unable to cope, and provides the following support in addition:

- Adults who are having difficulty with a class or group should, in the first instance, seek advice from their line manager, or other relevant middle leader.
- Adults who need advice on managing the behaviour and attendance of an individual child should in the first instance speak to their subject leader.
- Adults who feel that they have been subject to abuse or intimidation by children should refer the issue in the first instance to a member of the Senior Leadership Team (SLT).
- If appropriate, further support may be provided by: Teacher help lines, support groups, listening services and other sources

## **Training and Support**

Advice for all adults on how to deal with inappropriate behaviour at the time and wherever it occurs in the school will be provided. The school also recognises that regular continuing professional development (CPD) on behaviour is essential in developing the positive climate for learning and will strive to ensure that all adults have access to such CPD as identified through self-evaluation and individual performance management reviews.

Staff are provided with regular training on managing behaviour, including training on:

- Expectations
- Routines
- Scripted Language
- Restorative Conversations
- How SEND and mental health needs impact behaviour

## **Malicious allegations**

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or

malicious, the school will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students.

Please refer to our Child Protection and Safeguarding Policy  
[Child Protection & Safeguarding Policy\Child Protection and Safeguarding Policy](#)

## **RECOGNISING CONCERNS – CHANGES IN BEHAVIOUR**

All staff have a responsibility to report any suspicions or concerns following a change in behaviour to the Pastoral Lead. Staff recognise that poor behaviour and/or attendance are potential signs of vulnerability and may be an indicator for abuse, neglect; or of an unmet special educational need; or a student is taking part in a risky or criminal behaviour.

All safeguarding concerns should be logged using MyConcen.

## **MOBILE PHONES**

Students are not permitted to use a mobile phone during school hours or whilst on school premises either inside the school building or in any outside area on school grounds. Students should not be using their mobile phones as they approach the school entrance and all mobile phones should be switched off as soon as they arrive at the school gate before entering the school grounds. If a student fails to meet this expectation and is seen with a mobile phone, the device will be confiscated and stored securely in Reception and returned to the student at the end of the school day; the student will receive a Senior Mentoring and Development session. Any further incident may result in an Internal Suspension and the mobile phone confiscated pending parental/carer collection.

The Senior Leadership Team (SLT) will intervene with any student who refuses to comply. An External Suspension may be issued as a consequence for defiance. Following this, the student will be required to hand over their phone on their return to school.

A meeting with a parent or carer will be arranged for students who have a mobile phone confiscated more than three times in a Term. Such students will be expected to leave the mobile phone at home for the remainder of the Term or hand the phone into Reception at 08:30 am and collect it at 3:10 pm each day. If a student fails to



meet this condition, they will have their mobile phone confiscated for the remainder of the half term.

Wearing headphones and a smart watch will be seen as equivalent to using a mobile phone and students with headphones will have these confiscated along with their mobile phone.

This will also apply to personal electronic devices, such as iPads etc.

There may be times, however, when students might be allowed to use their phones in lesson(s) for educational purposes. This is the only situation when students can use phones in school. At all other times, phones must be turned off and kept in a pocket. Students should be reminded that they must always take responsibility for their own possessions and, therefore, not leave their blazers/bags unattended.

## **ONLINE LEARNING**

In the event that the school is closed, we will move to a model by which academic departments will set work for classes, supported by 'live' contact with teachers via Microsoft Teams.

Students are expected to work on these tasks during the week in which they are set. During this time, teachers are expected to have an online presence via Microsoft Teams at the time they would normally have a lesson with that year group to be available for students to ask questions in real-time. There is no expectation for staff or students to broadcast audio or video using Teams, though the software has this functionality should some colleagues wish to use it.

Students are encouraged to take part in the live sessions that are available if they are well enough to do so.

### **Expectations of Students**

Complete all work set for them and submit work which is requested promptly

Check notices on Microsoft Teams regularly and read and respond to communication from the school where necessary.

Where students experience problems with IT systems, they should pro-actively inform their Pastoral Lead.

Students are expected to uphold the same standards of conduct and behaviour during live online lessons as they would be expected to in school. This includes but is not limited to:

- Ensuring appropriate language is used in Teams comments, and that any comment is on-topic and relevant to the task in hand.
- Ensuring full engagement with the tasks in hand, including submission of any required work by the deadline that has been set.
- Students will not take or record images for their own personal use

## **Evidence of Engagement**

Student engagement is recorded by subject teachers using two categories: Not online for lesson and Poor engagement on Teams and followed up by the year group Pastoral Lead.

## **ZERO-TOLERANCE APPROACH TO CHILD-ON-CHILD ABUSE, SEXUAL HARASSMENT AND SEXUAL VIOLENCE**

Each specific case will be guided by this policy as well as our Safeguarding and Child Protection Policy, alongside our Anti-Bullying Policy. Any student found to be involved may be subject to the sanctions outlined in this Behaviour Policy including, where deemed appropriate, Exclusion.

Our Citizenship & Personal, Social & Health Education (CPSHE) curriculum will cover what healthy and respectful behaviour towards one another looks like.

Staff are trained to recognise that students are capable of abusing their peers. Staff are aware of safeguarding issues and will challenge inappropriate behaviours including;

- 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”; and,
- challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.
- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim).
- Taking or sharing nudes or semi-nudes images or videos.

This demonstrates our zero-tolerance approach better by making the following things clearer:

- What the unacceptable behaviour involves
- What we want the culture in our school to be
- How we will respond to this behaviour

- How we will support the victim(s) and alleged perpetrator(s)

Please refer to our Child Protection And Safeguarding Policy for more information  
[Child Protection & Safeguarding Policy\Child Protection and Safeguarding Policy](#)

## **MONITORING ARRANGEMENTS**

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, suspension and permanent exclusion
- Use of student support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, students, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by [D. Delaney – Assistant Headteacher, Behaviour for Learning].

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle it.

## **Monitoring this policy**

This Positive Behaviour Policy will be reviewed by the Headteacher and Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

The written statement of behaviour principles (Appendix 1) will be reviewed and approved by the Governing Body annually.

## **COMPLAINTS**

Parents or carers who are unhappy with the implementation of any aspect of the Positive Behaviour Policy should talk to staff. Pastoral Lead is usually the best person to discuss concerns with, in the first instance.

If concerns remain, the school complaints procedure should be followed.

## **LINKS WITH OTHER POLICIES**

This policy links to the following policies:

- Exclusions Policy
- Child Protection and Safeguarding Policy
- SEND Policy and Information Report
- Attendance and Punctuality Policy
- Use of Reasonable Force Policy
- Anti-Bullying Policy

## **MODIFICATION HISTORY**

<b>Version</b>	<b>Date</b>	<b>Description</b>	<b>Revision Author</b>
0.1	July 2021	Reviewed and updated to ensure it continues to reflect current guidance	D. Delaney
0.2	July 2022	Updated following new DfE guidance for Behaviour for Learning 2022.	D. Delaney
0.3	July 2023	Reviewed and updated to ensure it continues to reflect current guidance	D. Delaney
0.4	Summer 2024	Reviewed and updated to ensure it continues to reflect current guidance	D. Delaney