



# **Anti-Bullying and Behaviour Policy**

Committee Responsible – LGC  
Last review: Summer 2023  
Next Review: Autumn 2024

## **POLICY STATEMENT**

### **BEHAVIOUR AND GOOD ORDER**

#### **AIMS**

The school Mission Statement declares that “St Peter’s is a Catholic School; our goal is to be Christ to all.”

We set out to nurture independent, resilient, inquisitive and motivated lifelong learners. By being compassionate and generous in spirit, we aim to be a community whose every member feels uniquely valued. We strive to enable all to be courageous individuals, having the integrity and the spiritual strength to make a positive difference in the world.

#### **PRINCIPLES**

Good behaviour is best promoted in an environment where people feel safe and valued and where learning is purposeful.

People respond better to praise and encouragement than to criticism and sanctions.

Rules are necessary for orderly community living and must be clearly stated and followed by students and staff.

All members of the school community have a common responsibility for promoting and maintaining good order and discipline and for applying this policy consistently.

#### **THIS DOCUMENT IS ADDRESSED TO:**

- ☐ **ALL MEMBERS OF STAFF**
- ☐ **PARENTS**
- ☐ **STUDENTS**
- ☐ **ALL VISITORS**

## CODE OF CONDUCT

Guided by the Gospel imperative to *“treat others as you would wish them to treat you”*, the important rule for all of us is that **everyone (staff, students, parents and visitors) will act with courtesy and consideration to others at all times. Reconciliation underpins our response to all situations.**

This means that:

1. **I always try to understand other people’s point of view.**
2. **In class I make it as easy as possible for everyone to learn and for the teacher to teach.** This means arriving on time with everything we need for the lesson, beginning and ending the lesson in a courteous and orderly way, listening carefully, following instructions, helping others when appropriate and being calm and sensible at all times.
3. **I move sensibly and quietly about the school.** This means walking calmly, following the one-way system, never running, barging or shouting, but being ready to help by opening doors, standing back to let people pass and helping to carry things.
4. **I always speak politely to everyone and use a low voice.** Shouting is always discourteous.
5. **I am silent** whenever required to be.
6. **I respect the rights of all students;** during examination times I will give extra consideration to other students’ needs whilst moving around school.
7. **I keep the school clean and tidy** so that it is a welcoming place of which I can be proud. This means putting all litter in bins, keeping walls and furniture clean and unmarked and taking great care of the displays, particularly of other people’s work. Students, in turn, will participate in litter picking as a service to the community.
8. **I am considerate of others out of school.** Walking locally or with a school group, I always remember that I am an ambassador for the school and take pride in St Peter’s. This pride is reflected in my positive behaviour.
9. **I wear full school uniform, taking pride in my appearance.** This applies at all times in and out of school.

## EXPECTATIONS

The following are not published as a list of rules but as an explicit statement of expectations.

### School site

The school day is from 8.45 to 3.10, and to 2:45 on Tuesdays; for students’ convenience there is access to the site from 8.00 until the end of the school day unless in a supervised school activity, such as homework club, detentions and extra-curricular clubs. Please see Appendix 1 Extended Hours Procedures, regarding any student on premises after-school hours.

## **Start of lessons**

- Arrive on time for the lesson.
- Ensure mobile phones and any other devices are switched off and out of sight, so that lessons are not disrupted.
- Enter the classroom quietly and in good order.
- Go straight to your workplace.
- Take off and put away coats and outdoor wear.
- Take out books, pens, equipment and journal.
- Put bags away, not on desks or blocking aisles.
- Remain silent when the teacher calls the register.

## **During the lesson**

- Strive to do your best, first time, every time.
- Take responsibility for your own learning and set yourself high standards.
- When the teacher talks to the whole class, remain silent and concentrate.
- If the class is asked a question, put up your hand to answer: do not call out (unless you are asked for quick ideas).
- You are expected to work sensibly with your classmates: remain focused and supportive.
- Never do anything that will prevent someone else from learning.
- Take pride in your work. It says much about you.
- Do not put graffiti on books/journals/desks or other school property.

## **End of lesson**

- Only start to pack up when told.
- When requested, stand and push your chair under the desk.
- Pick up any litter, leaving the classroom clean and tidy for the next lesson.
- Leave quietly when instructed to do so.

## **Homework**

- Make sure you understand any homework that is set, if not, ask.
- Copy homework tasks into your journal.
- Complete homework tasks and submit the work on time.
- Learn from advice given by your teacher to improve your performance.

## **Movement around school**

- Walk quietly and sensibly in corridors.
- Follow the one-way systems.
- Show courtesy by opening doors and giving way to others.
- Arrive at your next lesson promptly.

## **Relationship with others**

- Mutual respect is expected at all times and there is no excuse for rudeness.
- Any reasonable request should be carried out without argument or delay.
- Make-up in Key Stage 3 is not permitted.

- Modest make-up is allowed in Key Stage 4 at the discretion of the Head of Year.

### **Break and lunch time**

- Students must remain on school premises from drop-off until the end of the school day.
- Students should not be in a classroom unless supervised by a member of staff.
- Food should only be consumed in the Dining Hall, on playgrounds or in 6<sup>th</sup> Form Key, unless agreed and supervised by a member of staff leading a lunch-time activity.
- Mobile phones must be stored out of sight i.e. not in top outside blazer pocket (use inside zipped pocket).
- Students should be where they can be seen. To hide behind buildings or in hedges, etc. is to be out of bounds.
- Students must keep all pedestrian pathways clear.

### **Areas out of bounds:**

A student out of sight is regarded as being out of bounds; this is to ensure the safety and supervision of students throughout the day. Some examples of areas out of bounds:

- Around and behind the Exam Hall and the huts.
- The front lawns between the straight drive and the curved drive.
- The curved drive.
- The car parks.
- The Peace Garden between St Cuthbert's and the Staff Room.
- The path outside the Staff Room.
- The purple lobby in St Edmunds.
- The top fields, except when directed.
- Disabled lift and/or disabled toilet.
- Behind the RE or Science blocks, in the Drama quad or by the bike sheds.
- The area next to the J huts / exam hall is out of bounds at all times.

### **Dining Hall**

- Students are to sit down unless they are waiting in the queue.
- Students should ensure that all plates and litter are cleared away before leaving the Dining Hall.
- Students should not sit on the windowsill.
- Chairs are to be pushed under the tables.
- If you spill something or drop food, it is your responsibility to clear it up.
- All food packages and leftover food to be binned before leaving the Dining Hall.

### **Items not to be brought into school**

- Valuable items should not be brought into school unnecessarily.
- Large sums of money should not be brought into school.
- Roller-blades, skateboards and scooters.
- Chewing gum.
- Energy or stimulant drinks.
- Any items to be sold.
- Weapons, imitation weapons or offensive objects, including laser pointers
- Offensive literature in any medium or any form of pornography
- Any form of smoking materials, matches, lighters, e-cigarettes or vapour-sticks

- Alcohol of any kind.
- Any illegal substances.

**Bringing any of these last five items onto the premises will be considered a very serious disciplinary issue, and may lead to serious sanctions such as suspension, or in some cases to permanent exclusion.**

### **Movement on Horseshoe Lane East and surrounding areas**

- Show respect for others and for the environment at all times.
- Walk on the pavement.
- Do not run, overtake or push on the public paths.
- Do not shout or cause a nuisance.
- Do not cycle on the pavement.

### **Assemblies and Masses**

- When going to and returning from St Pius' church, exit and return to school via the straight drive.
- Cross the road directly outside the school gate when leaving school.
- Access to St Cecilia's is via the footpath from St Cuthbert's, students must not access from the car park.
- Line up quickly and quietly, be calm and in the right frame of mind for assemblies and liturgies.
- Enter and exit assembly quietly.
- On leaving the church cross directly outside the church entrance.
- Students should behave especially respectfully during assemblies, reflections, mass, prayer or similar activities – and should refrain from eating and drinking

### **Bicycles**

- Bikes must be walked in and out of school from and to the gate.
- **Students must wear helmets.** We reserve the right to confiscate bikes until adequate safety measures are in place in the case where students do not have helmets, or lights where necessary.
- Students are advised to achieve an appropriate cycling proficiency certificate.
- Cycles are to be left in the cycle shed and should be padlocked.
- Entrance and exit must be via the main gate only.
- Particular care should be taken when cycling along Horseshoe Lane East and surrounding areas.

### **Motor vehicles**

- Safety of all is paramount.
- No vehicular access to and from the school site between 3.00 and 3.30pm except for official school transport.
- In order to ride a moped or motorcycle to and from school a student must complete a form obtaining written consent from the Headteacher and parents.
- Year 11 may not take their vehicles, e.g. mopeds in or out of school during the school day and passengers are not allowed.
- The speed limit on school grounds must be adhered to for all users of vehicles.

## **Pedestrians**

- Access to the front of the school must be along the school pathways only.

## **School phone**

- There is a phone available in Reception for emergencies only. Permission is needed before use.

## **Anti-Bullying**

Any form of bullying or intimidation, whether verbal, physical or cyber (via mobile or internet) is unacceptable at St Peter's. It is contrary to our positive behaviour approach and we do everything possible to discourage it. We are a telling school and this is culture is promoted through, form time discussions, assembly time.

We expect that all students by their actions and attitudes will make it clear that:

- They will not tolerate bullying
- They will not stand by and watch someone else being bullied
- They will not retaliate this will only make things worse
- They will immediately inform a teacher or other adult of any bullying known to them
- They will give support to victims of bullying whenever they can

With regards to responding to reported cases of bullying:

- We guarantee that all reported cases of bullying will be investigated
- Any student who bullies another student will be dealt with appropriately
- Sanctions include detentions (lunchtime and after school), internal isolation and suspensions
- Parents will be informed where appropriate

All efforts are made to support all those involved and to reconcile any differences.

## **Discriminatory or prejudicial language / behaviour**

St Peter's Catholic School is committed to equality and inclusion. The school does not tolerate any form of discriminatory or prejudicial behaviour or language. The school is committed to safeguarding protected characteristics (outlined in the Equality Act 2010), especially: age; disability; gender reassignment; race; religion or belief; sex; sexual orientation.

This is reflected in our behaviour policy sanctions (outlined on page 12 onwards). Discriminatory or prejudicial behaviour or language could include:

- Indirect comments that discriminate against someone or a protected characteristic
- Direct comments or behaviours that discriminate against someone or a protected characteristic
- Prejudicial treatment or behaviour towards others or those with protected characteristics.

## **Child-on-Child abuse**

All children have a right to attend school and learn in a safe environment

All members of staff at St Peter's Catholic School recognise that children are capable of abusing other children.

St Peter's Catholic School believes that sexualised behaviour between peers that has become harmful or abusive is unacceptable and must be addressed.

Allegations of child-on-child abuse will be dealt with under our child protection and safeguarding policy and in line with KCSiE (2023), including seeking advice and support from other agencies, as appropriate. We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated, passed off as 'banter' or 'just having a laugh' and is not an inevitable part of growing up

St Peter's Catholic School recognises that child-on-child abuse can take many forms, including but not limited to:

- bullying, including cyberbullying
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- 'upskirting' which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Nude or semi-nude image sharing (also known as 'sexting' or 'youth produced/involved sexual imagery')
- Initiation/hazing type violence and rituals.

In order to minimise the risk of child-on-child abuse, St Peter's Catholic School will:

- implement a robust behaviour and anti-bullying policy.
- provide an age appropriate RSE and PHSE curriculum which includes healthy and respectful relationships, respectful behaviour looks like, consent, gender roles, stereotyping and equality, that sexual violence and sexual harassment are always wrong.
- Track, monitor, and analyse cases of child-on-child abuse and respond accordingly.
- Encourage children to report any child-on-child abuse.

Whilst we encourage children to report concerns and complaints directly to us, we recognise this may not always be possible. Children, young people, and adults who have experienced abuse at school can contact the NSPCC 'Report Abuse in Education' helpline on 0800 136 663 or via email:



## **REWARDS & SANCTIONS**

The essence of our behaviour management at St Peter's is to acknowledge the students being good. We always want to emphasise positive behaviour and accordingly we start with rewards.

The following rewards are examples of how good behaviour and work is recognised at St Peter's:

### **Rewards**

- Praise and encouragement
- A positive House Point recorded by staff
- Work displayed on the boards either in class or in the corridors
- Endorsing the quality of work by sharing it with another adult.
- Taking work to show to the Heads of Department, Head of Year, Deputy or Headteacher. These members of staff are always happy to acknowledge good work and to offer encouragement to the students concerned.
- Stickers, postcards and certificates are sent home for achieving a number of House points. These are either from the Tutor, or from the Head of Year, School Leadership Team, or the Headteacher.
- Awards Assemblies are held at the end of the autumn and summer terms to celebrate the achievements of students.
- Students showing a high level of effort in exam week will be commended.

All formal praise for good work and behaviour is recorded on Go 4 Schools. The students will be informed of their cumulative totals every week by their Form Tutor. As points accrue parents will be informed as follows:

Overall points	KS3	KS4	Staff
30	Sticker in journal (KS3 only)	N/A	Tutor
50	Postcard	Tutor nomination	Tutor
75	Postcard	Postcard	HOY*
125	Certificate	Certificate	AHT*
200	Certificate	Certificate	DHT*
300	Certificate	Certificate	HT*
400	Uniform adornment	Uniform adornment	HOY*

\*HOY = Head of Year

\*AHT = Assistant Headteacher

\*DHT = Deputy Headteacher

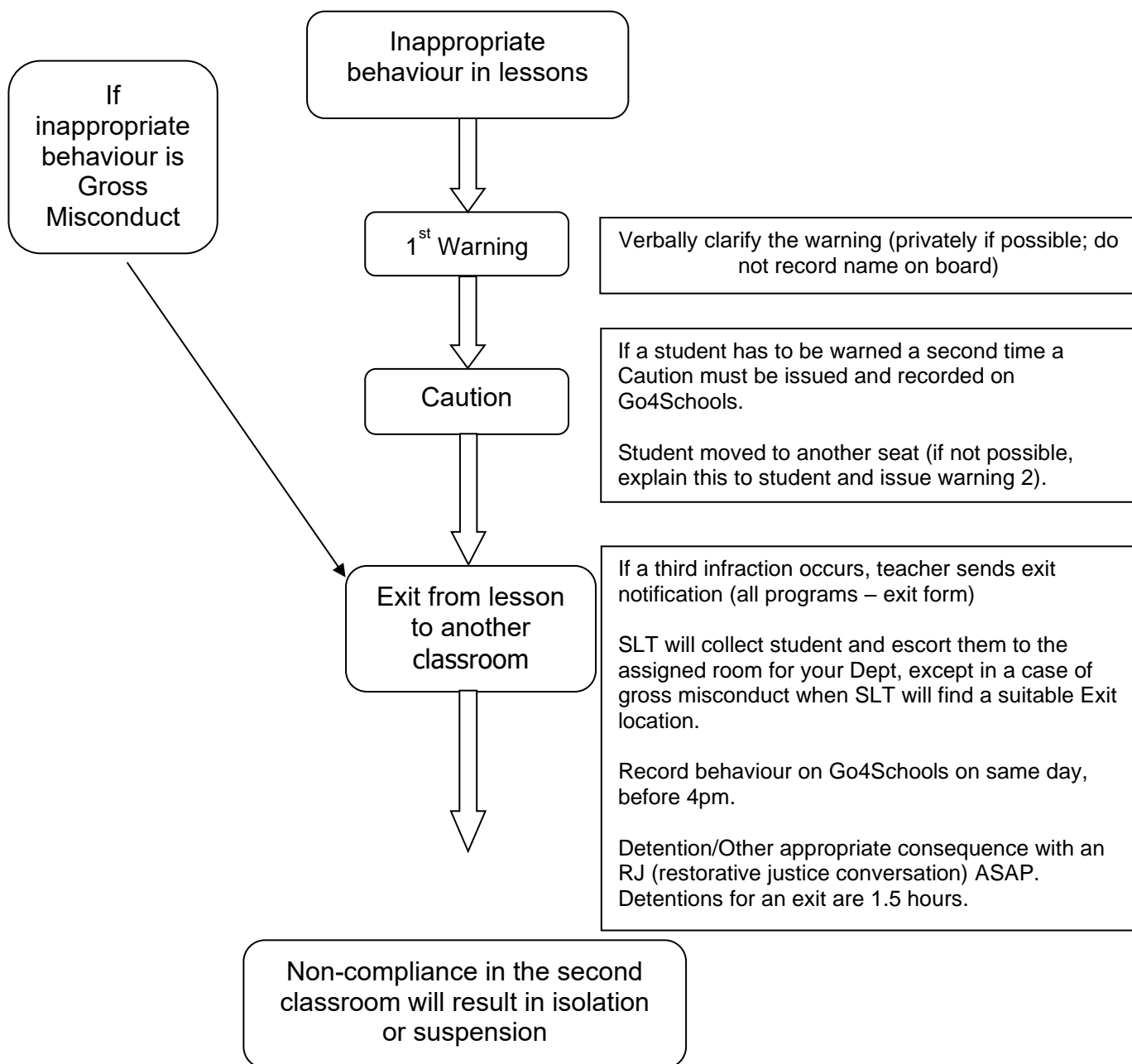
\*HT = Headteacher

## Sanctions

Creating great, positive relationships and delivering high quality lessons will avoid having to use anything but basic sanctions. However, having a consistent set of guidelines for dealing with more challenging behaviour provides us with a structure that is simple to implement.

We have a simple system when basic expectations are not met to ensure disruption to learning is minimised, students are clear about their responsibilities to engage and to empower staff to deal with trickier situations effectively.

All teaching staff at St Peter's follow these simple steps consistently to effectively manage the learning environment:



The vast majority of students rarely need to be sanctioned and when they do it is for relatively minor reasons. However, where necessary we aim to be as consistent as possible in our application of sanctions.

The following table gives an indication of the possible consequences of unacceptable behaviour. Our focus is always on restorative justice and we aim in all circumstances to deal with any issues swiftly and fairly. This is to ensure that all parties are able to move forward with the best possible learning attitude.

**The following table is not exhaustive. We reserve the right to impose reasonable sanctions where a student's behaviour falls below required standards.**

Stage	Unacceptable Behaviour	Consequence	Who	Support and by Whom
1	<p>Lack of equipment Poor manners Not following basic instructions</p> <p>Minor disruptive behaviour that distracts other students from focusing on their work Running in corridors Eating and chewing in corridors/classrooms Unkind behaviour to another student</p> <p>Being on school site without staff permission in accordance with our extended hours procedures (see Appendix 1)</p>	Verbal warning and/or a caution (2 <sup>nd</sup> Warning).	All staff, including support staff.	N/A
2	<p>Persistent or serious Stage 1 infringements, Uniform, jewellery and make-up infringements Misuse of journals KS3 missing homework/coursework deadlines Uniform infringements Water-fights Being late to school Lack of punctuality (start of lessons) Persistent lack of punctuality (start of lessons) Misuse of mobile phones, MP3 players, smart watches, etc.</p>	<p>Caution &amp;/or detention (lunch time or 1 hour after school depending on circumstance).</p> <p>Confiscation of mobile phone, smart watch jewellery etc, until Friday pm.</p> <p>Makeup removal</p>	Class teacher, tutor and Head of Department	<p>Detentions recorded on Go 4 Schools and available to be viewed by staff, students and parents. Tutors, pastoral team and parents to monitor sanctions.</p> <p>Tutor/teacher reports (reports will be used as a support in all cases as and when considered necessary)</p>
	<p>Eating &amp; chewing in lessons Littering Deliberate flouting of 'One way system'. Bullying</p>	Caution &/or community service. The latter could include litter picking, cleaning of desks, or other acts of service.	All staff	
3	<p>Failure to attend Stage 2 lunchtime detention, Exit from lesson (following W1 &amp; W2, see diagram above) Persistent or serious Stage 2 infringements, KS4 missing homework/coursework deadlines</p>	<p>After school detention (1 hour); &amp;/or isolation*.</p> <p>1 ½ hour detention following an Exit from lesson</p>	School detention run by staff on a rota in exam hall.	Communication with parent/carer from Pastoral Support Administrator. Head of Year/subject reports. Consultation with Inclusion Manager.

	Losing or failure to complete 'report' card Rudeness to others (staff & students) Truancy, Anti-social behaviour (e.g. spitting) Being on school site without staff permission in accordance with our extended hours policy Out of bounds (out of sight = out of bounds) Bullying Graffiti and/or vandalism Selling/buying for personal gain Indirect discriminatory or prejudicial language / behaviour, e.g. a discriminatory comment not targeted at an individual or group	Possible exclusion from extra-curricular activities to include trips, productions and sports teams. Items will be confiscated and disposed		
4	Persistent or serious Stage 3 infringements, The refusal to follow the simple and fair request of any member of staff Abusive & aggressive language Graffiti and/or vandalism Smoking or vaping or in the company of smokers or vapers. In possession of smoking materials, Out of bounds - off site Poor behaviour &/or not following instructions in after-school detentions Physical aggression (endangering others) Bullying or peer-on-peer abuse Inappropriate sexual behaviour Discriminatory or prejudicial language / behaviour targeted towards an individual or group	Isolation and extended day.  Sanctions could also include other restrictions of free time, detention during school INSET days, or removal of other privileges, e.g. full or half colours.	HOY, SLT.	Meeting between parents & Year Heads/SLT Pastoral Support Plan, CAMHS, mentors, modified curriculum, and other support agencies. These are areas of support that pastoral staff will use when deemed appropriate. Risk Assessment
5	Persistent or serious Stage 4 infringements, The refusal to follow the simple and fair request of any member of staff Abusive & aggressive language directed at staff Major graffiti and/or vandalism Theft Weapons or imitation weapons Drugs & Alcohol (in possession and/or under the influence of)	Suspension &/or 2 after school detentions &/or isolation*.  For Health and Safety reasons, students may be required to 'cool off' under school or parental supervision.  May also be referred to the police	Headteacher or deputy in case of the Headteacher's absence.	As above, and review of the PSP.

	<p>Discriminatory or prejudicial language / behaviour targeted towards an individual or group, including serious or persistent offences.</p> <p>Physical violence (endangering others)</p> <p>Bullying/cyber-bullying</p> <p>Peer-on-peer abuse</p> <p>Serious misuse of mobile phone, other tech. device, school computers, or the school system.</p> <p>Deliberately setting off the fire alarm&amp;/or extinguisher</p>			
6	<p>Persistent/serious Stage 5 infringements</p> <p>A serious 'one-off' incident which in the judgement of the Headteacher warrants permanent exclusion from the school community.</p> <p>Drugs &amp; Alcohol (dealing)</p>	Permanent Exclusion	Headteacher & governors.	<p>Surrey SEND Information Advice &amp; Support Services Network (formerly known as Partnership with Parents, based in Redhill)</p> <p><a href="mailto:sendadvice@surreycc.gov.uk">sendadvice@surreycc.gov.uk</a> 01737 737300</p> <p><a href="http://www.sendadvice.surrey.org.uk">www.sendadvice.surrey.org.uk</a> and Surrey SEND Local Offer</p> <p><a href="http://www.surreylocaloffer.org.uk">www.surreylocaloffer.org.uk</a></p> <p>Surrey Contact Centre Schools &amp; Childcare Line – 0300 200 1004</p> <p>Exclusion Advice for Parents – <a href="mailto:exclusions@surreycc.gov.uk">exclusions@surreycc.gov.uk</a> – 01483 518130</p> <p>Race, Equality and Minority Achievement Service (REMA) for EAL and GRT pupils:</p> <p>REMA – <a href="mailto:susan.weston@surreycc.gov.uk">susan.weston@surreycc.gov.uk</a> – 07794 235746</p> <p>Independent Provider of Special Education Advice <a href="http://www.ipsea.org.uk">www.ipsea.org.uk</a></p>

				National Autistic Society (NAS) <a href="http://www.autism.org.uk">www.autism.org.uk</a>
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\*See isolation/internal exclusion below.

**The above table is not exhaustive. We reserve the right to impose reasonable sanctions where a student's behaviour falls below required standards.**

In case of any suspension or permanent exclusion it should be noted that the Local Authority may issue a Penalty Notice:

*Penalty Notice relating to suspensions and permanent exclusions*

Section 103 of the Education and Inspections Act 2006 places a duty on parents to ensure that their child is not in a public place without justifiable cause during school hours when they are excluded from school. This duty applies to the first five days of each exclusion. Failure to do so will render the parent liable to a Penalty Notice. The amount payable is £60 if paid within 21 days of receipt of the Penalty Notice, rising to £120 if paid after 21 days but within 28 days. If the Penalty Notice is not paid, the recipient will be prosecuted for the offence under Section 103. Alternative education provision will be made from the sixth day of any suspension or permanent exclusion and failure to attend such provision without good reason will be treated as unauthorised absence.

1. Failure to attend an after school detention will result in:
  - The detention will be rescheduled for the next day and extended to 90 minutes; failure to attend will result in isolation the following day, followed by an after school detention.
2. The school reserves the right to issue detentions at weekends, during school holidays and INSET days. Parents will always be notified in such cases.
3. The school has a legal right to search students or arrange for them to be searched if there is a suspicion that an offensive weapon is being concealed by a student (This would only be done in the presence of senior members of staff).
4. If a student is suspected of concealing alcohol, drugs or tobacco he or she will be searched. Further searches may be conducted by the Police.
5. Any potential criminal activity, including cyber-crime may be reported to the police.
6. Any costs incurred due to damage to school property will be reclaimed from the student.
7. Uniform issues

Please refer to our Uniform List for a comprehensive guide to uniform requirements at St Peter's.

- No jewellery is permitted except a religious medal on a short chain and a watch. Small gold, silver, or pearl studs may be worn as a pair, one in each ear lobe. Single earrings are not permitted.
- No jewellery is permitted during PE lessons. Pierced ears may not be covered with plasters.
- Jewellery will be confiscated by staff and kept locked in the Finance office, and will be collected by the student at the end of the week.
- Property of persistent offenders will only be returned to parents at an agreed time.
- No extreme hair styles or colours. The school reserves the right to decide what constitutes "extreme." Typically, this may include extreme differences in hair length; hair cuts should be blended in length gradually, and no 'skin fades' are allowed. Hair colours should be natural in appearance. Extreme hair cut escalation: first offence one hour detention; second offence 90-minute detention; third offence and thereafter one day in isolation with extended day.
- No nail varnish, false nails or false eye lashes are permitted.
- Students should be clean, tidy, and smartly presented at school.
- Discreet make-up is permitted in Key Stage 4 only, at the discretion of staff.
- Boys should be clean-shaven.
- Uniform Day – afterschool detentions will be issued by SLT and PST when students' uniform is not worn correctly on two occasions during the day.
- Sixth Formers are not required to wear uniform but are expected to be clean and tidy and adhere to the Sixth Form Dress Code.

8. Bus

The school will support the bus company in its application of sanctions. The bus company in consultation with the Headteacher reserves the right to ban a student from using the



school bus at any time. When using public transport, please be mindful of the school's expectations.

9. Mobile phones, technological devices, social media and all related issues

We recognise that mobile devices are a part of everyday life and can be valuable for students' safety outside of school.

During the school day, students may only use their mobile phone to check for messages or to make an emergency phone call within the phone zone. This area is located in front of the Sports Hall (during break and lunch) and is supervised by staff. St Peter's is a centre of learning and teaching and we take students' safety and protection from cyberbullying and our role *in loco parentis* seriously.

**If your child contacts you by phone please direct them to a member of staff in the first instance who will then contact you if necessary. We cannot enter into discussions which have been initiated through text messaging or unauthorised phone calls.**

A student who uses his or her phone in school time without the permission of a member of staff will have that phone confiscated by any member of staff; it can be collected by the student after school on Fridays only, at the end of the school day, from reception. Parents of persistent offenders will have to come to school to collect it at an agreed time.

11. In accordance with the Educational Act 2011, staff have direct legal power to confiscate and examine contents of students' phones.

### **School Trips**

Students whose behaviour is, in the opinion of the school, persistently poor will not be allowed to go on school trips.

### **Suspension and Permanent Exclusion**

The Governors reserve the right to exclude permanently any student who commits such a serious act that, in their opinion, his or her continued presence in the school would prejudice the health and safety of staff or students. The conditions of a reintegration into school after a suspension will be at the discretion of the Headteacher and the Head of Year and will reflect the seriousness of the incident.

### **Isolation/internal exclusion**

If a student is in isolation he or she will work on his or her own and will spend lunch and break times separate from their peers. Students' mobiles will be removed and returned at the end of the day. The school day is extended for students who are in isolation, students are to report to their HOY at 8.45 and will be dismissed at 4.40pm.

During isolation, students work with their Head of Year, Chaplain, and / or a member of the Pastoral Support Team, so that they have time and space to reflect. This is a supportive and restorative process, designed to help them reintegrate, and to feel positive and focused about their next day in school.

Parents/carers will be informed when an internal isolation is issued. The pupil will have access to movement breaks, toilet facilities, water and snacks/lunch.

## Cautions

### Caution monitoring: Year 7 Ratios

Negative events	Sanction
4	Tutor to speak with student and monitor
8	Put on tutor report
12	After school detention (1hr) and phone call home from tutor
16	After school detention, phone call home from HOY
20	Parent meeting with HOY
24	Isolation

### Caution monitoring: Year 8-11 Ratios

Negative events	Sanction
4	Tutor to speak with student and monitor
8	After school detention (1hr)
12	After school detention, phone call home from tutor, possibly placed on report
16	After school detention, phone call from HOY, possibly placed on report
20	Parent meeting with HOY
24	Isolation

You can track your child's caution and commendation progress using your Go 4 Schools login. **The tally of cautions is reset every half term**

## **OTHER STRATEGIES FOR MONITORING AND IMPROVING BEHAVIOUR**

### **Exits**

A student will only be exited (removed from a lesson) if they are affecting the learning of other students.

### **‘On Report’**

A student whose behaviour is causing concern may be put ‘on report’. Depending on the seriousness of the situation, the report will be issued and supervised by: the Form Tutor, the subject teacher, the Head of Year or Head of Department. The student is required to carry a report to each lesson and have it completed by each teacher. This would then be seen by his or her tutor and taken home to be countersigned by a parent/carer.

## **STUDENT SUPPORT**

### **Form Tutor**

The Form Tutor is there to support and guide a student in all aspects of his or her school life. If a student begins to struggle, perhaps accumulating ‘Cautions’, then the Form Tutor will discuss this with the student and explore why it is happening and what the student needs to do to get back on track. The Form Tutor is also the first point of contact for parents and subject teachers.

### **Subject Staff**

The subject staff are to create a supportive and safe learning environment where a student’s efforts are fully valued.

### **Chaplaincy Team**

The Team is there to provide support for the student and to help him/her come to terms with his or her personal circumstances.

### **Parents/Carers**

Parents have a support and disciplinary role with their children. The school ethos is to work in partnership with parents and to communicate students’ progress and or concerns.

Although the school is always delighted to work with parents, we are unable to accommodate unscheduled meetings. Please do contact school and make a mutually convenient appointment.

### **Head of Year**

The Head of Year has a major responsibility to encourage a positive environment for learning and discipline, as well as to recognise effort and achievement. This involves making sure that adequate support is available to all students.

### **Regarding Learning Support (Inclusion)**

*This policy acknowledges the school’s legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).*

*This policy is developed in line with the Department of Education’s “Behaviour and discipline in schools advice for head teachers and school staff February 2014”.*

## Appendix 1 – Extended Hours procedures

### Student safety after school

#### **Principles:**

Students should remain on school premises after 3:25pm only if:

1. They attend Homework Club
2. They are involved in an after-school activity organised and supervised by a member of staff, for which an end-time has been communicated to parents and carers.
3. At the end of these activities students should leave the site (as agreed with their parents or carers) or be collected by parents within 15 minutes of the scheduled finish time.

Students should not remain on site for other reasons, go in and out of Homework Club or leave the site and return. If students regularly ignore these guidelines, individual letters will be sent to their parents reminding them of their obligations as well as the school's responsibilities and requiring the students to leave school at 3:15pm.

#### **Procedure:**

School Reception is staffed until 4:30pm (4:15pm on Friday). Students who have difficulties in getting home should report this to Reception. Up to 4:30pm they should go to Homework Club, then go and sit in Reception.

Staff accompanying trips should not leave the site until all children have been collected or have left the site with the permission of their parents or carer.

If there are exceptional circumstances delaying a parent, Reception staff should contact other named adults if the usual parent or carer is likely to be delayed beyond 5:00pm. (Usually this would be discussed/agreed with parents on the phone.) This procedure should also be followed in extreme weather when the school closes early.

SLT and PST and the Site Team should be informed by Reception of students in exceptional circumstances when this situation arises.

#### **Sixth Form after-hours procedure:**

The Sixth Form building is only to be used by Sixth Form students. Sixth Formers will be able to access the Key and study areas downstairs until 6pm, after which time any Sixth Former unsupervised by a member of staff must leave the site.

#### **What to do after reception closes:**

Students wait in Reception. The front door of the school is locked at 6:00pm. Students should continue to wait in Reception (and use the staff exit) until they are collected.

It is important that a member of staff in school is aware of problems/exceptional circumstances which mean a child cannot safely leave the premises.

- SLT and PST contact details will be shared with Reception staff and Site Manager and Assistant, Security Guard and Head Cleaner, so that they can be informed if a student is still on site even if front door is locked.
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If a child appears abandoned at 5:30pm, the Headteacher or his designated deputy should be informed so that a decision can be made to contact Police/Children's Services.