



## Behaviour Policy



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## 1. Aims

This document sets out the guiding principles of positive behaviour for learning at Cardinal Wiseman Catholic School. It is intended that it is a working and workable policy which reflects both the needs and direction of our school community. To this end significant changes are to be proposed by the Senior Leadership Team and ratified by the Board of Governors. Parents/carers, pupils and all staff are to be made aware of its content and an up to date version must be available through the school website.

This policy aims to:

- Provide a **consistent approach** to behaviour management at Cardinal Wiseman Catholic School
- **Define** what we consider to be unacceptable behaviour, including bullying (see also 'Anti bullying strategy')
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

## 2. Legislation and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- <https://www.gov.uk/government/publications/mobile-phones-in-schools>

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 pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

### 3. Definitions

The following is not an exhaustive list. It is a collection of general terms which can be useful in defining 'behaviour' and 'conduct'.

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform when given the opportunity to resolve
- Persistent lack of essential equipment
- Use of mobile phone/internet capable device onsite whether in lesson time or not (without the express permission of a staff member)

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Refusal to follow reasonable instructions
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
  - Any item which could cause harm
  - Mobile phones or other internet capable devices (if used without the express permission of staff at any time during the school day)

#### 4. Bullying

The members of our learning community will not tolerate bullying and/or discrimination of any kind. We accept that all adults and young people have a role in monitoring, reporting and eliminating bullying/discrimination.

**Bullying** is defined as the repetitive, intentional harming of one 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
Racial	Racial taunts, graffiti, gestures
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

Details of our school's approach to preventing and addressing bullying are set out in our *anti-bullying strategy*.

## **5. Roles and responsibilities**

### **5.1 The governing body**

The Pastoral Life Committee is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Pastoral Life Committee will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### **5.2 The headteacher**

The headteacher is responsible for reviewing this behaviour policy in conjunction with the [Pastoral Life Committee giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **5.3 Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling and promoting positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

### **5.4 Parents and carers**

Parents and carers are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## 6. Pupil code of conduct and Culture for Learning

All pupils must aspire to the Wiseman Virtues (Figure 1). Those who demonstrate these Virtues can expect praise and reward. Those who fail to do so can expect to be challenged.



Figure 1: The Wiseman Virtues

We expect all pupils to:

- Show respect to all
- Treat the school buildings and school property with respect and report issues promptly
- Behave in an orderly and self-controlled way
- Make every effort to be punctual both to school and learning activities
- Follow the reasonable instructions of all staff
- At all times be considerate of the learning needs of those around them
- Move safely and quietly around the school including between lessons
- Carry and maintain the contents of a school *Tuffbag* (see essential equipment list)
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school and online.
- Understand that pupils are not permitted to use mobile phones or other internet capable devices on the school site unless given express permission by staff.

### Culture for Learning (C4L)

Everything we do at Cardinal Wiseman Catholic School must help our young people make progress. C4L is a set of procedures designed to maximise learning time and promote good learning behaviours. All members of the learning community are expected to adhere to our key principles (identified below) at all times. Further detail and instruction is given in assemblies, tutorials, parent-carer guidance and is available on the school website.

*Each pupil must carry:*

- A Record of Achievement (ROA) – Must be signed by a parent/carers. The ROA is a record of a pupil's progress through each school day. Every pupil must be able to present an ROA as directed by staff. We expect all pupils to complete satisfactory lessons throughout the day. Even one demerit could be indicative of less than adequate progress and appropriate sanctions will follow.

- A fully stocked pencil case – All items are available at school. Must contain – Two black biros, one red biro, two pencils, one eraser, one ruler, one highlighter.
- A two-pocket *Tuff bag* with mini-whiteboard, drywipe marker, board rubber and knowledge organisers.
- A suitable school bag – this should be robust and large enough to comfortably house the *Tuff bag* and any other kit needed during the school day.
- Pupil Chromebook (this must be charged and ready to use).

It is the responsibility of the pupil to ensure that they have the correct equipment and kit each day. Failure to do so may lead to sanctions and must never be permitted to disrupt learning time.

### *CAL expectations*

We must always have the very highest expectations of our pupils. This is one of the ways that we can secure good progress for all. We are clear and consistent about exactly how pupils should conduct themselves throughout the school day.

- All pupils will work hard and try their best.
- Pupils will follow all instructions given by staff immediately and with good grace.
- Pupils must not use mobile phones or other internet capable devices on the school site unless directed to by a member of staff.
- Pupils must carry their Tuffbags to lessons. They must not be put in bags unless going to break, lunch or the end of the school day.
- Pupils must enter and exit classes in silence.
- Pupils must not wear coats in learning spaces unless directed by staff.
- Pupils must wear their blazer unless directed by staff.
- Pupils will place their pencil case and ROA on the desk (tick side up) then begin the ‘do now task’ in silence.
- Pupils will respond immediately to the command ‘STARS’ in order to maintain focus during critical learning points.
- All pupils are expected to assist with distributing and collecting resources.

**STARs command**

**Sit up straight**  
**Track the speaker**  
**Ask and answer questions like a scholar**  
**Respect for all**



## 7. Rewards and sanctions

We seek to develop the whole person. This means that we value character features as demonstrated by the Wiseman Virtues at the same time as our determination that all pupils will make good progress or better. Those pupils demonstrating positive traits, selfless behaviours and good progress will be encouraged by praise and reward. All should also understand that we will never tolerate negative traits, selfish behaviours or poor progress without intervening.

### 7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Merits
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Rewards as determined by the pastoral team
- Most importantly we believe that positive behaviour leads to improved outcomes. We must expect these for our pupils.

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

- A verbal reprimand
- Record of Achievement placed on teacher as a clear reminder about expectations.
- Record of Achievement marked and issue logged.
- A pupil may be moved within the room.
- Removal from class. This is a serious consequence and will be followed by a phone call home and a detention.
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Confiscation of prohibited items (including mobiles phones or other internet capable devices). This can be until the end of the lesson, the end of the school day or longer if it is a repeated issue.
- Restorative discussions and actions
- Referring the pupil to a member of the pastoral team
- Referring the pupil to a member of the Senior Leadership Team
- Letters or phone calls home to parents/carers
- Formal meetings with parents/carers
- Placement in the Emmaus Centre (on site behaviour support) in order to secure positive behaviour and progress. The Emmaus Centre is staff by experienced senior/pastoral teachers.
- Where there are serious/persistent issues with behaviour then more serious sanctions including a fresh start at a new school (*offsite direction*), referral to *Alternative Provision* and even *exclusion* may be considered. The staff of Cardinal Wiseman Catholic School will make every effort to protect and safeguard our pupils.

## **7.2 Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school. Although we consider such things to be a complex issue we will also intervene where online behaviours do not meet expectations, bring our school into disrepute or lead to poor behaviour in school.

## **7.3 Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our *safeguarding policy* for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

## 8. Behaviour management

We believe that a positive attitude to learning is essential in securing good progress. We also understand that positivity and good behaviour are contagious! We intend that our pupils are exposed to both as often as possible. Pupils can expect praise and positivity as part of their daily lives but must also accept that we are a 'no excuses' school and as such expect every single person to be responsible for their progress and actions.

### 8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display appropriate Culture for Learning information
- Develop a positive relationship with pupils, which will include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### 8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

### 8.3 Confiscation

**Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.** We cannot return items to pupils which it is unlawful for them to have.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

#### **8.4 Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

#### **9. Pupil transition**

To ensure a smooth transition to the next year, pupils may 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 pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

#### **10. Training**

Our staff are provided with training on Culture for Learning and managing behaviour, including proper use of restraint, as part of their induction process.

Culture for Learning and behaviour management will also form part of continuing professional development.

#### **11. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and Pastoral Life Committee every two years or at any significant change. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Pastoral Life Committee every two years.

#### **12. Links with other policies**

This behaviour policy is linked to the following documents:

- Exclusions policy
- Safeguarding policy
- Anti-bullying strategy
- Staff Handbook
- Guidance on Culture for Learning

# Appendix 1: written statement of behaviour principles

The Education and Inspectors Act 2006 and DfE guidance (Behaviour in Schools, 2012) requires the Governors to make and frequently review, a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour.

## Introduction

This is a statement of behaviour principles and not practices. It is the responsibility of the Headteacher to apply these principles practically. Details of the behaviour practices of Cardinal Wiseman Catholic School are found in the Behaviour Policy.

## A statement from the Governors

The Governors of Cardinal Wiseman Catholic School firmly believe that high standards of behaviour are central to a successful and harmonious school where all children make good progress in all aspects of life.

At Cardinal Wiseman Catholic School we believe that every individual is capable of growth and development. We seek to maintain a healthy learning community where relationships are founded on respect, equality, fairness and consistency. We have the highest expectations of every member of our vibrant community!

The purpose of this statement is to give guidance to the Headteacher in constructing the Behaviour Policy by stating the principles that the Governors expect to be followed.

The governors expect any policy or actions to be in accordance with their responsibility under equality legislation.

## Principles

- All members of our learning community (pupils, staff and guests) have the right to feel safe at all times at school
- We are an inclusive school. We demand that all members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Behaviour and Equality policies
- Our procedures regarding behaviour should be clearly set out in the Behaviour Policy and displayed around school. Governors expect these procedures to be consistently applied by all staff
- Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Head teacher is expected to use discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, and offering support as necessary
- The Governors recognise, that exclusions, particularly those that are permanent, must only be used as the very last resort. We understand that exclusion is sometimes necessary but in the majority of cases expect that all routes to avoid exclusion are explored.
- The Governors expect pupils and parents to engage positively with the school to maintain our harmonious and productive climate for learning.

- The Governors wish to clearly state that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will never be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution

- The Governors expect the Headteacher to include guidance on the following in the appropriate policy:

- a. Screening and searching pupils (including identifying in the school rule)s;

- b. The power to use reasonable force or make other physical contact;

- c. The power to discipline beyond the school gate;

- d. Pastoral care for school staff accused of misconduct

- e. When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

## Appendix Two – Screening and searching pupils (*see also Department for Education Guidance on Searching, Screening and confiscation*)

### 3.1 Rationale, key terms and prohibited items

The School has a statutory duty to maintain the Health & Safety of staff, pupils and visitors and to ensure that school discipline is maintained. Where it is deemed that this duty is compromised it may be necessary to search or screen a pupil. In such cases parents/carers will be contacted as soon as is practicable. Prohibited items may be confiscated (see below).

*Screening in this context means* – To use a walk through or hand held metal detector.

*Searching in this context means* – To conduct a hand search (for example to search clothing or a bag for a prohibited item).

*Confiscate in this context means* – To place a prohibited item in a place of safety.

**Table 1: Prohibited items**

Type	Examples
Items which could cause harm	<p>Weapons such as knives</p> <p>Fireworks</p> <p>Cigarettes and smoking paraphernalia (including matches and lighters)</p> <p>E-cigarettes and associated ‘vaping’ products</p> <p>Sharp or excessively heavy items that could injure by accident.</p> <p>Alcohol</p> <p>So called ‘legal highs’ now reclassified as ‘psychoactive substances’</p> <p>Prescription drugs and medications (<i>these must be reported to the H&amp;S officer and ‘booked in’ for control procedures</i>).</p> <p>Any item/substance deemed to be harmful if used incorrectly (<i>for example correction fluid thinner, glue or high caffeine products</i>).</p> <p>Energy/sports drinks (due to potential to cause illness and impair learning.</p> <p>Large quantities of unhealthy food/drinks</p>
Items which could cause damage to school property	Spray paint

	Permanent markers Tools
Illegal substances/objects	Drugs such as cannabis or amphetamines Stolen property
Offensive items	Clothing or accessories displaying foul and abusive language and/or symbols. Pornographic materials Extremist materials and literature Any materials which could be construed as discriminating against a group or individual Images relating to drug, gun or gang culture Any item not sensitive to the diverse and inclusive nature of our learning community.
Other	Pupils are not permitted to use mobile phones (or other internet capable devices) during school time unless given express permission by staff.

\* Note – DFES guidance indicates that any item that we suspect **has been or is likely to be used to commit an offence** is deemed prohibited and can be confiscated.

### 3.2 *Searching with consent*

SLT members and Behaviour/Pastoral Team can search pupils for **any item** with consent from the pupil (*Department for Education guidance*). Parent/carer consent is not required but rather that they are informed that a search with consent has been carried out. This should lead to a discussion about the need for the search and information sharing. Such matters (and follow up discussions) should be carefully logged.

### 3.3 *Searching without consent*

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, **without consent**, where they have reasonable grounds for suspecting that the pupil may have a prohibited item (see Table 1). The teacher must decide **in each particular case** what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be



suspicious (*see also BWP and DFES Guidance*). **Parents/carers must be informed as soon as possible** to allow a full and frank discussion on the reasons for the search. Such matters (and follow up discussions) should be carefully logged.

Pupils **refusing to submit to a search** (when the procedure and reasons for the search have been fully explained to them) will be subject to further disciplinary action.

### 3.4 *Screening*

At the time of writing the School does not possess screening facilities but reserves the right to deploy them should the need arise. Screening may be carried out by staff whether or not they suspect a pupil of carrying a weapon. Refusal to submit to screening (when the procedure and reasons for it have been explained) will lead to further disciplinary action. A pupil may be refused access to the school premises (without exclusion) on the grounds of Health & Safety.

### 3.5 *Electronic devices (the right to search, confiscate and delete)*

The School will not undertake to search an electronic device of any kind. Where it is suspected (on the balance of probabilities) that a crime may have been committed, the police will be informed.

### 3.6 *Confiscation of prohibited items*

Any prohibited item can be seized during a search. The School may also seize any item deemed to be detrimental to school discipline. This includes mobile phones and other internet capable devices.

#### *With consent*

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is **reasonable in the circumstances**. Where any article is thought to be a weapon it must be passed to the police.

#### *Without consent*

A person carrying out a search can **seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.**

## Appendix 3: Exclusions information

This guidance is written to comply with regulations, advice and guidance in the following documents:

- *DfE guidance 'Exclusions from Maintained Schools, Academies and Pupil Referral units in England' Published, September 2017*
- *St. Peter's Catholic School Behaviour & Discipline Policy*

### Deciding whether to exclude a pupil

We at Cardinal Wiseman Catholic School consider the education of every pupil to be a serious matter. The school will endeavour to act in a way that is fair, proportionate, with consideration to the best intentions of the pupil concerned, other pupils and members of staff and the school. A pupil would only be excluded when they have breached the school's Behaviour Policy seriously or persistently. The school will always take into account any other contributing factors when deciding to exclude and all contributing factors will be considered when considering the support required as part of the reintegration process following an exclusion.

### Investigations leading to exclusion

The school will make every effort to be fair in making decisions regarding exclusions. The pupil will have the opportunity to make a full written statement as soon as possible after the incident; members of staff and other pupils will also be asked to give their accounts of the incident(s). If a pupil is unable to write a statement then it can be dictated and written by a member of staff. The Headteacher will then review the evidence and decide whether an exclusion is necessary and, if so, how long it will be. When there is contradictory or uncertain evidence, the Headteacher must decide '**on the balance of probability**' which account of the incident(s) is most likely to be correct.

### Fixed Term Exclusions (suspension)

The school may exclude a pupil for a fixed number of days (to be determined by the Headteacher on the basis of the seriousness of the incident, the previous behaviour of the pupil and other relevant circumstances). At the end of the exclusion, the student will be re-admitted to the school following a formal meeting between the student, parents and senior member of staff.

The school may exclude a student while an investigation takes place (if the student's presence at school would be detrimental to the investigation or if the incident being investigated is very serious); under these circumstances, the length of the exclusion will not necessarily be known at first. Similarly, if additional information becomes available after the length of the exclusion has been decided, the Headteacher may shorten or extend the exclusion. Parents will be made aware of this at the earliest opportunity.

The school recognises that exclusions over five days require different arrangements. Where an exclusion is of five or fewer days, parents assume responsibility for an excluded child during school hours. Where an exclusion is of six or more days the school will assume responsibility for ensuring the child receives an appropriate education from the sixth day. Arrangements will be made on a case by case basis, the most common arrangement involving a temporary placement in a neighbouring school. School will inform parents of the specific arrangements during the initial exclusion period including dates, times and location.

Notification for parents is made in a number of ways. A formal letter setting out the reasons for the exclusion, the period of the fixed term, who to contact for further information and work, the return date and parent's rights to appeal, together with statutory legal information is normally sent the same day by first class post to the primary address and a member of the Senior Leadership Team team will call the telephone number(s) available to further inform parents/carers. Where appropriate a member of the Senior Leadership Team may also meet with parents/carers to discuss the exclusion.

## **Permanent Exclusion (expulsion)**

A permanent exclusion would only be used as a last resort in response to a serious incident or persistent breaches of the school's Behaviour Policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school. In almost all cases parents are informed by telephone and a written letter.

## **Exclusions being extended**

Sometimes the school will set an initial exclusion period and this may then be extended. This happens because

- The full events surrounding the situation need further investigation or further information comes to light
- The school is waiting for other agencies (e.g. the police) to make further enquiries
- A multi-agency planning meeting needs to be arranged

## **Post exclusion meetings**

Pupils returning from exclusion will have a formal meeting with a Senior member of staff before they return to lessons. Parents and the pupil concerned are expected to attend – it is vital that they have a chance to discuss the incident(s) and help the student to avoid further exclusions. To support the reintegration, pupils will usually spend a fixed period of time in the Emmaus Centre where they would have the opportunity for discussion with one of the pastoral team.

## **Right of appeal**

Parents have the right to make representations about this decision to the Governing Body. If you wish to make representations contact the Clerk to the Governors, via the Main School Office, as soon as possible. Whilst the Governing Body has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record. Parents should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal <http://www.justice.gov.uk/tribunals/send/appeals>. Making a claim would not affect your right to make representations to the Governing Body.

Parents have the right to see and have a copy of their child's school record. The School will be happy to supply a copy on request but due to confidentiality restrictions the School must be notified in writing and the file collected. There may be a charge for photocopying.

## **Additional Information**

For your information the following sources of advice are available:

- *Exclusions Team*, Birmingham Local Authority can provide advice on the exclusion process. Tel: 0121 303 2685
- *The Children's Legal Centre*. They aim to provide free legal advice and information to parents on state education matters. They can be contacted on 0808 802 0008 or on <http://www.childrenslegalcentre.com> The advice line is open from 8am to 8pm Monday to Friday.
- *The Advisory Centre for Education (ACE)* offer advice to parents of children in state schools through their website: [www.ace-ed.org.uk](http://www.ace-ed.org.uk).
- If your child has special educational needs you may wish to contact:

*Special Educational Needs and Disability Information Advice and Support Service (SENDIASS)* Opening hours: 8:45am to 5pm, Monday to Friday.

Lancaster Circus  
PO Box 16289  
Birmingham  
B2 2XN  
**Telephone:** 0121 303 5004

**Email:** [sendiass@birmingham.gov.uk](mailto:sendiass@birmingham.gov.uk)

- Statutory guidance on exclusion can be found at: <https://www.gov.uk/government/publications/school-exclusion>

## Appendix 4: ANTI-BULLYING STRATEGY

*Do to others as you would have them do to you. If you love those who love you, what credit is that to you? Even sinners love those who love them. And if you do good to those who are good to you, what credit is that to you? Even sinners do that.*

Luke 6:31-33 (NIV)

### Introduction

We believe that all should be treated with respect. The Gospels teach us that, not only, should we treat others as we would hope to be treated, but also, we are challenged to extend this to the most difficult of situations. In our learning community we anticipate that our ability to maintain respectful relationships may be challenged in a number of circumstances. Through our collective commitment to the *Wiseman Virtues* (see above) we aim to overcome all such challenges in order that all members of the community may learn, grow and reach their potential.

### Aims

The aim of this policy is to set out the School's approach to tackling bullying and discrimination wherever and however encountered. We are committed to reducing the incidence of bullying and/or discrimination to as close to zero as is practicably possible. Further, that we will have clear, fair and reproducible systems in place in order to detect, report on and eliminate bullying and discrimination at our school. These systems will be ratified by the Governing Body and regularly reviewed. We will continue to endeavour to educate all with regards to bullying and discrimination. This may include individual remedial (or preventative) activities, whole school initiatives and, of course, the Wiseman Curriculum.

### Reference to:

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The Education and Inspections Act (2006) – Section 89

*.....schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents.*

The Equality Act (2010) – Public bodies must show due regard to the need to:

- ☞ *eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act*
- ☞ *advance equality of opportunity between people who share a protected characteristic and people who do not share it*
- ☞ *foster good relations*

The Children Act (1989) – The school must address bullying (using external agencies as appropriate) where the issue may be a child protection concern:

*'when there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'.*

Criminal Law –

*Some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. If school staff feels that an offence may have been committed they should seek assistance from the police.*

### Key definitions

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**Bullying** –

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender,

sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

(From DFES Guidance 2014)

### **Cyber bullying**

The simplest way to understand cyber bullying is that is bullying that uses some form of technology. Its impact should not be played down as in contrast with, for example, a verbal threat, the corresponding cyber-threat could be received at any time or place giving the complainant no respite. Therefore cyber bullying could be seen as a far more potentially damaging issue.

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. It can include sending hurtful messages (via mobile phones or other devices), spreading rumours or sharing confidential data. The emergence of cyber bullying is particularly worrying as many adults have struggled to keep pace with technological advances and, more specifically, failed to incorporate moral and ethical dimensions into teaching regarding the use of technology.

(From DFES Guidance 2014)

### **Discrimination –**

Discrimination is defined as the **unjust or prejudicial treatment** of different categories of people, especially on the grounds of race, age, or sex. In the UK all are protected from discrimination by the Equality Act (2010). Under this law it is illegal to discriminate against someone because of:

- *age*
- *being or becoming a transsexual person*
- *being married or in a civil partnership*
- *being pregnant or having a child*
- *disability*
- *race including colour, nationality, ethnic or national origin*
- *religion, belief or lack of religion/ belief*
- *sex*
- *sexual orientation (including discrimination through homophobia or homophobic bullying)*

## Policy points

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A) **We will not tolerate** bullying and/or discrimination of **any** kind in our school. To this end all members of the learning community (to include pupils, staff, parents/carers and the Governing Body) will be made aware of the systems for identifying, reporting and tackling bullying and discrimination.

B) All pupils will receive continuing education on what bullying and discrimination are, the possible consequences and where/how to get help.

C) All new staff will receive anti-bullying and discrimination training as part of their induction (Behaviour and Safeguarding thread).

D) The Anti-bullying policy will be subject to regular review by a Governor/SLT pair. This review will incorporate data from the school information management system (currently SIMs) and pupil voice.

E) On notification of an allegation of bullying the following procedures will be followed (see Figures One and Two).

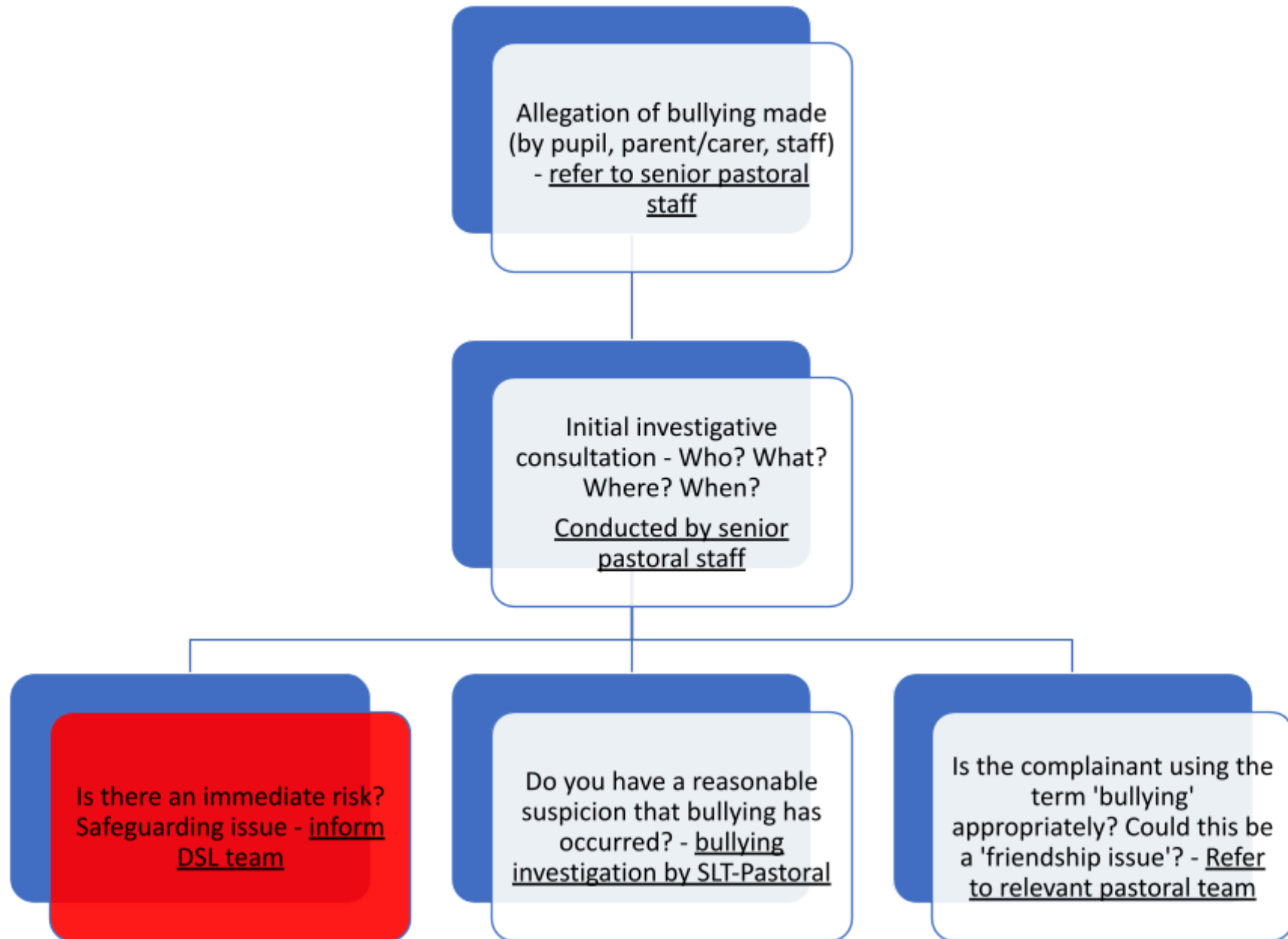
F) The School reserves the right to apply reasonable consequences (to include mediation and remedial actions) where an incident of bullying is indicated *on the balance of probabilities*. The level of sanction applied will be reviewed on a case by case basis by the Senior Leadership Team. Where a single incident of bullying is considered serious enough to interfere with the good running of the school, the pupil (or pupils) responsible may put their place at risk.

G) Repeated incidents of bullying/discrimination are considered contrary to the good running of the school. Pupils found to have repeatedly bullied and/or discriminated against others may put their place at risk.

H) All incidents involving bullying and/or discrimination will be recorded appropriately in the School's information management system (currently SIMs). This is restricted to SLT. At the conclusion of an investigation (see below), where evidence of bullying or discriminatory behaviour is indicated, logs will be modified accordingly. These actions are again restricted to SLT members.

I) The School's Information Management System (SIMs) will allow fine analysis of both the type and consequences of discriminatory or bullying behaviours. There are separate categories for **homophobic** bullying, **racist** incidents and 'other' forms of discrimination (for instance relating to perceived academic ability or home circumstances).

**Figure one:** Investigating allegations of bullying (initial phase)





**Figure Two** – Investigating allegations of bullying (secondary phase)

