

# CARDINAL NEWMAN HIGH SCHOOL

## BEHAVIOUR AND DISCIPLINE POLICY

### Introduction

Cardinal Newman High School believes that in order to enable effective learning and teaching to take place, good behaviour, in a safe and secure environment, is necessary in all aspects of school life. It is also necessary that these standards of behaviour are clearly understood and appreciated by all members of the school community. Such a community, based upon the Gospel values, will have consideration and respect for individuals and property and will share values which are just, fair and humane and enable all pupils to develop a sense of responsibility for their own behaviour and towards others and the community. Our approach is a positive one which emphasizes the benefits for the whole school offered by an appropriate standard of behaviour. Students and parents are expected to agree to support the school's standards of discipline which include high expectations of uniform, courtesy and consideration for others –

“Treat each other in the way we would like to be treated ourselves” (Matthew 7:12)

We are also aware of our duty to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Treating others with tolerance and respect, being inclusive and accepting difference, engaging with others with generosity, particularly when they are in difficulty, aspiring for the highest standards, behaving with honesty and integrity, behaving with care and responsibility to our environment underpin the value system we hope is modelled and reinforced to and by our pupils.

### Positive Behaviour for learning - Achievement

A positive and encouraging school ethos is central to the promotion of good behaviour. Rewards and recognition are one means of achieving this. They have a motivational role in helping students to realise that good behaviour, while being the expected norm, is valued. Integral to the system of rewards is an emphasis on praise, both formal and informal, to individuals and groups. Our current rewards and recognition system includes:

- Verbal praise, either personal or public
- Achievement points and Praise Certificates
- Subject stamps/stickers
- Postcards/letters home/Text messages
- Positive comments in Students' Planners, exercise books and on students' work
- Golden Tickets
- Cardinal Newman High School Superstar
- Attendance and Punctuality Awards
- Community Award Certificates
- Good Samaritan Awards
- Headteacher's Award
- Set transfer in recognition of achievement and progress
- Recognition in Assemblies and Presentation Evening
- Prefect status. School Council, Guardian Angels

- Good references
- Year Group Awards e.g. student of the week – Form of the Week
- SLT drop in Awards
- Reward Events eg Alton Towers

We expect that in all classrooms there should be five times as much praise as there are consequences

### Years 7 – 10

Students in Years 7 – 10 must earn **500** points between Sept – Dec.

Students in Year 7 – 10 must earn 1,500 points between Sept – July to participate in the end of year award.

### Year 11

Students in year 11 must earn **1,500** points between the Autumn term and the end of May to earn a place on the PROM. The prom will take place in the summer term at the end of the exam period.

- Every member of staff will each issue a Praise Certificate (**worth 10 points**) pro rata according to their teaching commitment eg Full teaching commitment = at least 10 Praise Certificates each term.
- Some members of staff will issue Community Award Certificates (**worth 10 points**) if students participate in activities outside of the classroom.
- Good Samaritan Award (**worth 10 points**) issued by HOY/SLT for services/behaviour which contributes towards the 'good order' of the school..
- Students will receive 5 points per day = **25 lesson achievement points** per week – **975** per year.
- **If absent 5 lesson achievement points** will not be awarded.

### THE GOLDEN TICKET SCHEME

Each half-term every teacher will be given five golden tickets to issue. The number of tickets issued to each teacher will be based on pro-rata, according to teaching commitment.

A 'Golden Ticket' can only be awarded if **a student produces an exceptional piece of work or acts in a way that goes beyond expectations. It is not just to reward students for doing what is expected – it is a reward for those students who go beyond what is expected of them.**

When a student receives a 'Golden Ticket' it is **their responsibility** to hand the ticket in to their pastoral office.

At the end of each term there will be a prize draw for each year group. The student with the winning ticket will win a special individual prize.

## The Golden Ticket Scheme

Any student who earns a ‘Golden Ticket’ will automatically win **20** points. If a student earns five ‘Golden Tickets’ during the year they will earn an additional **100** points and win a special individual prize at the end of the year.

## Cardinal Newman Catholic High School Superstar

This is the highest level of reward we have at Cardinal Newman Catholic High School. A Cardinal Newman Catholic High School Superstar will be someone who at the end of the year:

- Earns 2,000 Achievement points (Year 7 – 10) or 1,700 Achievement points (Year 11)

**and**

- 10 or more Praise Certificates

**and**

- 3 Community Award Certificates/Good Samaritan Awards

Cardinal Newman Catholic High School Superstars will receive a special certificate and their names will be displayed on the wall of honour. They will also be awarded with a special Headteacher’s badge – one which is a different design to the rest of the school’s badges.

## Attendance/Punctuality Awards

FORM GROUP ATTENDANCE	INDIVIDUAL ATTENDANCE
<p>Your Form group will earn points each week based on their attendance figures</p> <p>100% Attendance = 20 points                      99-97% Attendance = 15 points                      96-95% = 10 points                      94% = 5 points</p>	<p>You can earn 50 points each half-term if your attendance is 100%</p> <p>If your attendance is 99-97% = 40 points                      96-95% = 30 points                      94% = 20 points</p>
FORM GROUP Punctuality	INDIVIDUAL Punctuality
<p>Your Form group will earn points each week based on their Punctuality figures</p> <p>100% Punctuality = 20 points                      99-97% = 15 points                      96-95% Punctuality = 10 points                      94% Punctuality = 5 points</p>	<p>You can earn 50 points each half-term if your punctuality is 100%</p> <p>If your punctuality is 99-97% = 40 points                      96-95% punctuality = 30 points                      94% punctuality = 20 points</p>

Form Group awards to be awarded by Heads of Years in Assemblies. Running form totals will be kept and awards will be issued to repeat achievers.

Individual points will be allocated by the school's Attendance Officer. Points will accrue therefore on each individual's achievement points.

### **Consequences**

Consequences are needed to respond to unacceptable behaviour. We shall spend time explaining to individual pupils why any consequence is being applied and what changes in behaviour are required to avoid future consequences. In such a way, pupils can move forward positively in the spirit of reconciliation. Consequences are used by the school and their use is characterised by both flexibility and consistency.

If a pupil does not respond to a number of reasonable strategies and to reasonable expectations, or indeed if a pupil is involved in a serious incident, the Headteacher may ask the Governors to permanently exclude the pupil concerned.

### **Student Behaviour – Principles**

We seek to create a caring and learning environment in the school by:

- promoting personal responsibility, good behaviour and discipline
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- ensuring fairness of treatment for all and consistency of response to both positive and negative behaviour
- providing a safe environment free from disruption, violence, bullying and any form of harassment
- promoting the well being of all vulnerable students such as those with SEN, EAL or disability
- encouraging a positive relationship with parents and carers to develop a shared approach to support pupils in making the right choices

To achieve this, staff and students have drawn up a set of guidelines which underpin our behaviour policy.

Students are expected to:

- allow others to learn and teachers to teach. It is your responsibility to sit where your teachers instruct and enter/leave classrooms accordingly
- be polite, helpful and supportive to staff and other students and respond positively to staff requests
- respect other peoples' property
- wear the school uniform correctly
- have basic school equipment and books for each lesson
- have due regard for the health and safety of themselves and others and take responsibility for their actions both inside the school building and on the school field/playground

- complete classwork and homework to the highest possible standard and follow the Presentation Policy
- respect the school buildings, equipment and surroundings and help to keep them free from litter and graffiti. This extends to all school transport.
- attend school regularly and on time and arrive to every lesson promptly
- respect the wider environment in which we live and respect others' rights regarding race, ethnicity and sexual orientation

Students must not:

- use physical or verbal abuse towards staff or other students
- shout out and disrupt a class or the right of others to learn
- instigate or take part in bullying of any description, whether cyber, physical, verbal or emotional
- abuse other students on the grounds of race, culture, gender, sexual orientation or religious belief or disability (see Anti-Bullying Policy)
- be present in out of bounds areas or leave the school site at lunchtime without permission
- bring harmful or illegal substances onto school premises (including drugs, alcohol, tobacco, fireworks, matches and lighters)
- bring any type of weapon onto the school premises, in particular any type of knife /blade (includes razor blades), any type of gun eg. Toy gun, air pistol, ball bearing gun or replicas. This also applies to travel to and from school
- Vape/smoke on the school premises (includes e-cigarettes), or on the way to and from school or be with students who are smoking/vaping
- chew gum
- bring fizzy drinks to school
- bring drink cans, glass bottles, aerosols into school or bottles of drink larger than 75cl
- wear jewellery or use electronic devices such as ipods, mp3 players etc. in school
- use mobile phones in school
- endanger the lives of other members of the community by setting off the fire alarm without good reason, even accidentally

## SUMMARY

The school community expects all our members to treat others with dignity and respect. Our whole school expectations can be summarised as:

- No physical violence including retaliation/self defence
- No verbal abuse, in particular no abuse based on gender, race, sexual orientation, disability or religious belief
- No disruption to learning
- No behaviour detrimental to the health, safety, well-being or reputation of our school

We expect all members of Cardinal Newman High School to act with courtesy and consideration for others. The school's reputation depends upon the way we behave.

We expect correct school uniform is worn correctly at all times – this includes on home/school journeys and any off/on site event to which pupils are invited to attend in uniform eg Parents' Evenings.

WHOLE SCHOOL EXPECTATIONS  
(see also Appendix 2 Code of Conduct)

Students Must:

- **IN CLASS**  
Follow teachers' instructions promptly and without argument. Arrive to lessons on time. Have all the equipment and resources. Treat others and the learning space with respect and do your best – both in lessons and with homework.
- **LATENESS**  
Arrive to school and lessons on time. School starts at 8.40 am – then move to form rooms for 8.45 am. If you arrive late twice in a week an after school detention is set. Persistent lateness will result in escalated consequences and may involve referral to the Attendance Officer.
- **MOVING AROUND SCHOOL**  
Remove outdoor coats and carry bags sensibly. Move sensibly and quietly – keep to the left on stairways/corridors. Help others by opening doors/making room for people to pass so as to ease congestion. Never run on corridors.
- **LITTER & TIDINESS**  
Put all litter in the bin provided. Respect all wall displays. Never mark walls or displays and keep furniture clean and properly sited. Leave rooms tidy.
- **BREAK/LUNCHTIMES**  
Keep queues for food orderly and sensible. Wait turn for serving and paying. Remain in the area where bought their food – EAT IT WHERE YOU BUY IT. Stay in their allocated outside space for their Year group. KS3 on rear playground, KS4 at front and rear quad. Spring/Summer months – field/astroturf if playing ball games – KS3/KS4.
- **OUTSIDE SCHOOL**  
Be proud of your school. Remember your uniform is a form of your identity – wear it with pride. Always be respectful of other road users and don't block their path by congregating in large groups. Go home straight away at the end of school. If on a school bus, travel respectfully and adhere to Health and Safety instructions of the bus driver.
- **VISITORS**  
Any visitor to school should wear a 'Visitor' badge. If a student suspects someone does not belong to our school and is not an authorised visitor report this to the nearest member of staff. Under no circumstances do you approach them yourself.

Be thoughtful and treat all known visitors with respect. Ask if you can help them hold doors for them, show them the way. Listen quietly to visiting speakers and thank them for their work with you.

### Positive Behaviour for Learning –

The policy is based upon positive enrichment, choices, chances and consequences

- **SIMS SYSTEM**

This is an electronic behaviour monitoring system which records all behaviour choices from C1 to C5 in the school. All staff will input behaviour codes as triggered by behaviours displayed. The system centrally records all behaviours throughout the school. It is designed to promote positive behaviours and relationships and also includes parental engagement facilities. C1 to C5 are as follows:

#### Breach of Uniform/Form Tutor Expectations

These breaches, generally speaking, fall under the remit of the pastoral system. They are recorded on SIMS and monitored by Form Tutor, Head of Year and SLT. Usually, they apply at C1 – unless repeated and extended incidents occur. These consequences are then moved to the next level – these will include both Form Tutor and Head of Year reports where applicable.

EXPECTATION	CONSEQUENCE
Uniform Incorrect or inappropriate uniform for example trainers, brown shoes, boots, vest tops worn outside of shirt. No blazer No trainers (unless medical note)	Students who have problems obtaining correct uniform should contact their Head of Year. Otherwise the uniform policy is quite clear. Students choosing to wear inappropriate uniform will receive a SIMS entry. They may face withdrawal of social time at break/lunch for repeated offences.  Other consequences may also be used such as detention, Form Tutor report, Supervised Study or in extreme cases fixed period exclusions. Form Tutor reports will be issued to all pupils receiving 8 or more entries on SIMS.
Hair styles/cuts – hair must not be shaven below a number 2. Colours/styles cannot be extreme either in style or colour. No lines/patterns shaven or cut in. Colours must be natural.	Students will lose social time until style is rectified and may be ‘removed’ from lessons. Further offences could lead to on site/off site exclusion.
Piercings, on any part of the anatomy are not to be worn in school at any time.	Students to remove piercing immediately. Loss of social time until rectified. Repeat offenders will face escalated consequences. Entry on SIMS. Refusal to co-operate may incur further consequences.
Jewellery – no jewellery to be worn in school – a wrist watch is permitted.	Items of jewellery can be confiscated and returned via parent authorisation only. Repeat offenders may face after school detentions and entry onto SIMS.

No diary/diary not signed regularly.	Verbal warning for first offence followed by Form Tutor detention. Record on SIMS.
Late to Registration more than twice	C1 initially. Consequences will increase if lateness is repeated.

### Behaviour and Consequences

#### C1

#### Positive Behaviour for Learning

Based upon positive enrichment

Choices

Chances

Consequences

For every choice/action there is a consequence. All behaviour is a choice – every choice has a consequence, positive choices result in positive consequences and is same for negative choices/acts.

C1 - If behaviour is unacceptable will be issued with an initial first warning and then if repeated, issued with a C1. This is the first consequence and is given as a direct result of negative behaviour. It is a warning that the student needs to modify/change the behaviour.

Loss of points per C1 = 1 point deducted

C1 consequences can be:

- Code of Conduct – verbal reminder by teacher
- Moved seat by teacher
- Brief 'cooling off' period (only a few minutes)
- Break/Lunch detention of minutes set at teacher's discretion – eg 5/10 etc given by subject/form teacher

Example behaviours that can trigger a C1 include:

- Shouting out inappropriate comment(s) in class/distracting others
- Lateness to class/form
- Poor work rate/displaying 'off task' behaviour

- Uncooperative to staff request/instructions
- Messing about/horseplay
- Homework not recorded/not done/not handed in on time
- Lack of equipment (includes Planner)
- Planner not signed by home
- Poor uniform (eg shirt out/make up/incorrect hair style and/or colour/false nails/jewellery/incorrect school bag/trainers) etc
- Taking others' belongings
- Dropping litter
- Low level 'bullying type' behaviour eg inconsiderate of others/name calling/taking others' belongings
- Misuse of ICT facilities/equipment in class eg inappropriate messaging/damaging to equipment eg mouse
- Eating eg sweets/food/chewing gum and/or drinking (other than water) in class
- Bringing banned items on site – eg aerosols/laser pens/glass bottles/cans/fizzy drinks/'energy' drinks/oversized bottles (no larger than 75 cl) (Includes prescription and non-prescription medicines without parent authorisation)
- Not having report sheet/getting it signed

## C2

C2 – if the student chooses to ignore the C1 warning and its consequences and does not modify attitude/behaviour the teacher will issue a C2.

C2 will result in a loss of 2 points and consequences can include one or more of the following:

- Removal from class/use of Good Neighbour scheme
- Break and/or Lunch time detention (in excess of 10 minutes) time period set at discretion of teacher
- After school detention at Department/Form Tutor level – 30 minutes or 60 minutes duration
- Planned for 'removal from' subject for fixed period
- Subject report card

- Withdrawn from Departmental privileges/rewards
- Form Tutor report/withdrawal of form privilege/rewards
- Uniform report
- Make up report

Example behaviours that can trigger a C2 include (C1 behaviours included)

- Failing to behave following issue of a C1
- Disrespectful 'answering back' type responses to staff eg "What for?" "Why?"
- Abusive messaging on ICT equipment/verbal use of abusive language to an/or about other students ie 'loud enough to be heard = loud enough to be dealt with' and/or repeated 'bullying type' behaviours
- Not engaging in the learning process
- Inappropriate/dangerous behaviour
- Failing to attend C1 detention
- Repeated lateness to class
- Poor behaviour on school transport
- Persistent lack of homework

### **C3**

C3 – should a student continue to behave in a way that the teacher feels is unacceptable the teacher will issue a C3. This is the third consequence – a result of continued negative behaviour despite 2 chances to modify actions.

**In some instances a C3 can be issued for a one off offence**

C3 will result in a loss of 3 points

C3 consequences can be as a result of:

- Persistent misbehaviour in a series of lessons
- Refusing to follow instructions/directions given by a member of staff eg handing mobile phone over/moving to where requested to go etc and SLT have to be called for
- Failing to attend C2 detention

- Downloading/using inappropriate internet material eg accessing damaging materials/bringing equipment in to class (eg USB 'stick') already downloaded with inappropriate content
- Bullying other students includes: physical abuse or inappropriate/offensive verbally abusive comments which are any of the following: racist/homophobic/gender/disability/religious belief motivated/harassment
- Verbally offensive language about staff and is heard by staff – 'loud enough to be heard = loud enough to be dealt with'
- Fighting (self-defence is not an accepted reason)
- Vandalism eg 'trashing' toilets/Graffiti/Theft/Gambling/Dealing in illicit sales on site (includes travelling to/from school)
- Bringing in dangerous/inappropriate items (includes smoking/vaping/solvents/drugs and/or drug paraphernalia/alcohol/fireworks)
- Truancy (includes deliberately missing lesson(s) within the school day)
- Smoking/vaping on site and/or travelling to/from school (includes being found in any Out of Bounds areas)

C3 consequences can include:

- HOD/HOY detention
- HOD/HOY report – family target setting meeting may be necessary
- Other – Pastoral – HOY/SLT to determine
- SLT C3 call out (and/or out of class behaviour dealt with by SLT) – if SLT are involved, any of the following consequences will be imposed at SLT discretion
  - a) after school detention with subject teacher and/or teacher and/or student must serve day with Form Tutor
  - b) student removed to Good Neighbour classroom by member of SLT and must therefore serve an after school detention with subject teacher and/or serve a day with HOY
  - c) student removed to Remove Room for a minimum of 3 consecutive periods. If less than 3 periods left in the day – student will serve remainder on following school day (break/lunch included)
  - d) SLT after school 1 hour detention – automatic. This will be held under the supervision of SLT. In some instances this detention could be a 'no notice' detention. The school is not, by law, obliged to provide any notice in relation to a detention being issued. Where notice is given home will be notified by the school. Failure to attend SLT detention will

result in C4 ie a one day's seclusion in the Remove Room and an hour's after school detention will also be served immediately at the end of the C4 seclusion day

- If a student receives 2 or more C3's on the same day he/she will be removed by SLT for the remainder of the day and will be automatically isolated the following school day ie will be given a C4. S/he will also receive a 1 hour detention at 3.00 pm – this will be served either on the same day or the following school day.
- If a student is absent from school on the day of their detention he/she will attend the detention on their next day in school.

#### **C4**

C4 – for incidents/behaviours that school perceives to be of a serious nature students will be issued with either a C4 seclusion day or a Fixed Term exclusion (C5). For a seclusion day the student must (ideally) attend with a parent/carer at 10.00 am the next day and following a meeting with HOY/SLT will be placed in the Remove Room until 4.00 pm.

C4 will result in a loss of 8 points

C4 consequences can be as a result of:

- Relentless misbehaviour in a lesson
- Offensive verbal abuse directed at a member of staff
- Illegal drugs – possession of/dealing/under the influence of (including legal highs)
- Fire arms/weapons/knives (including replicas) brought to school/found in possession of
- Trespass – no student allowed on site during out of school hours or to invite/be linked to intruders coming on site
- Re offending C3 behaviours

#### **C5**

C5 – depending upon the severity of C4 behaviour(s) a fixed term exclusion may be imposed. If the behaviour is extreme eg physical assault on a member of staff, this could lead to a permanent exclusion. Permanent exclusion can also be invoked for 'persistent disruptive behaviour'.

C5 (that is not resulting in a permanent exclusion) will mean a loss of 10 points

#### **INVESTIGATION PROCEDURE**

All students who report a serious or potentially serious incident to any member of staff will be asked to write up a witness statement detailing exactly what they know about the situation. It may be a student is required to write a witness statement as a result of being named directly or

implicated by another as it is believed s/he knows something about the incident/person(s) in question. It is expected that all students cooperate willingly in this procedure. We cannot maintain good order in the school if we do not operate on a system of mutual trust and respect. Information is collated to assist in ensuring that perpetrator and victim alike are justly disciplined/ supported.

Students will be spoken to in a 1:1 setting by the member(s) of staff involved in the investigation – these are usually Pastoral Managers / Form Tutor / HOY / Head of KS. At times there may be more than one member of staff involved, there is no intention to intimidate or bully a student involved in the investigation. Staff ensure they take the needs of all students in to account throughout.

## APPENDIX 1

### **Roles and Responsibilities**

The Governing Body will establish in consultation with the Head Teacher, staff and parents the policy for the promotion of good behaviour and keep it under review. Governors will support the school in maintaining high standards of behaviour.

The Head Teacher and Senior Leaders will be responsible for the implementation and day-to-day management of the policy and guidelines. Each department establishes its disciplinary procedures within the framework of the school policy. Staff, including support staff, will be responsible for ensuring that the policy and associated guidelines are followed and will challenge unacceptable behaviour and inform Form Tutors/Heads of Department/Heads of Year/Heads of Key Stage accordingly. Thorough investigations will be conducted including the writing of witness statements by students involved/implicated and records kept. Staff also have the responsibility, both in the classroom and around the school, for maintaining the high quality learning environment which encourages good behaviour.

The school will always aim to work closely with parents and carers to maintain high standards of behaviour. The support of parents for any consequence which may be implemented for unacceptable behaviour is crucial.

Students are made fully aware of the school policy, procedures and expectations via the the pastoral system and have a record of behaviour expectations and consequences in their Planner. Students will be regularly consulted on the effectiveness of the school's rules and consequences.

**All staff in the school are responsible for maintaining discipline and ensuring that students fulfil the expectations placed upon them.**

<b>Role</b>	<b>Rewards responsibilities</b>	<b>Consequences responsibilities</b>
Governing Body	Informed of achievement / effort by Headteacher / SLT Attend awards ceremonies	Conduct disciplinary hearings Appeals procedure
Head Teacher	Verbally praise students Write to parents and students Praise postcards/praise text/email Mention in assemblies Include in newsletter Issue Achievement points Headteacher office meet and greets for recognition and reward	Sanction permanent exclusions Sanction fixed term exclusions Sanction referrals to off-site provision Put in Remove Room SLT staff support response Refer to Oasis Sanction for behaviour and uniform Communicate with parents
Deputy Head Teachers	Verbally praise students Write to parents and pupils Mention in assemblies Include in newsletter Issue Achievement points Y12 Celebration Certificate Evening	Sanction fixed term exclusion in absence of the Headteacher SLT detention Put in Remove Room SLT staff support respond Refer to Oasis Sanction for behaviour and uniform Communicate with parents
Assistant Head Teachers	Verbally praise pupils Write to parents and pupils Mention in assemblies Include in newsletter Achievement points Organise Reward event(s)	Refer to off-site provision Involve outside agencies Communicate to parents Place in Remove Room Recommend exclusions to Headteacher SLT staff support response Issue behaviour and uniform sanctions
Heads of Year	Contact parents Mention in assembly Include in newsletter Verbally praise students Issue prizes Issue Achievement points/awards Celebration assemblies Organise reward events	Monitor referrals from form tutors Issue and monitor HOY Report Make a referral to SLT Involve external agencies Place in Remove Room Use Graduated Detention System Issue and monitor behaviour and uniform sanction via SIMS
SENCO/INCO	Contact parents Verbally praise pupils Issue epraise awards Include in newsletter	Monitor referrals from HOYs for additional support Support with targets used in behaviour monitoring plans Issue and monitor behaviour support plans Sanction behaviour and uniform via SIMS

Role	Rewards responsibilities	Consequences responsibilities
Heads of Departments	<ul style="list-style-type: none"> <li>Contact parents</li> <li>Include in newsletter</li> <li>Verbally praise students</li> <li>Include in newsletter</li> <li>Verbally praise students</li> <li>Issue department certificates/prizes/</li> <li>Praise post cards</li> <li>Issue Achievement points/awards</li> </ul>	<ul style="list-style-type: none"> <li>Support positive behaviour in their subject area with department colleagues</li> <li>Withdraw student from class</li> <li>Ensure a good neighbour is in place to facilitate removing of student to another room</li> <li>Communicate with parents</li> <li>Change setting arrangement</li> <li>Use graduated detention system response to SIMS entries</li> <li>Communicate with HOY</li> <li>Recommend Remove Room HOY</li> <li>Sanction behaviour and uniform via SIMS</li> </ul>
Form Tutors	<ul style="list-style-type: none"> <li>Verbally praise students</li> <li>Record positive comments in planner when appropriate</li> <li>Inform parents through planner</li> <li>Inform HOY</li> <li>Issue Achievement points</li> </ul>	<ul style="list-style-type: none"> <li>As for Class Teacher and .....</li> <li>Refer to Head of Year</li> <li>Issue and monitor Form Tutor report</li> <li>Communicate with parents</li> <li>Communicate with Class teacher</li> <li>Communicate with Subject Leader</li> <li>Use stepped response to detention</li> <li>Sanction behaviour and uniform (record on SIMS)</li> <li>Monitor behavior and uniform entries on SIMS of form</li> </ul>
Class Teacher	<ul style="list-style-type: none"> <li>Give verbal praise</li> <li>Written praise in exercise book</li> <li>Written praise in planner</li> <li>Issue Achievement points</li> <li>Display good work</li> <li>Use stickers/stamps</li> <li>Commend to HOD re Departmental Recognition eg Student of the week</li> </ul>	<ul style="list-style-type: none"> <li>Issue a verbal warning</li> <li>Written comments in planner</li> <li>Written comments in exercise books</li> <li>Use of seating plans</li> <li>Use of differentiated work</li> <li>Use of stepped response to detention</li> <li>Give student additional work</li> <li>Move student to another seat</li> <li>Use Good Neighbour to send student to another room</li> <li>Sanction behaviour and uniform (record on SIMS)</li> <li>Communicate with parents – following advice and guidance from HOD</li> </ul>

**CODE OF CONDUCT****START OF LESSON I MUST:**

- arrive on time
- line up sensibly and in single file where possible
- enter sensibly when told to
- go straight to my place
- stand behind my chair and wait for the teacher’s greeting and respond politely
- sit down when told to
- have the correct equipment out of my bag and be ready to learn promptly
- put my bag on the floor

**DURING THE LESSON I MUST:**

- stay in my seat (unless instructed otherwise by my teacher)
- listen, in silence, to the instructions my teacher is giving me
- follow instructions FIRST time I am given them
- put up my hand before answering or speaking (unless told otherwise)
- not eat in class and only drink water if teacher permits
- not throw or flick anything across the classroom
- not make foul, abusive or ‘put down’ comments to or about anyone and if I say anything unacceptable, my teacher will sanction me for it. Remember “Loud enough to be heard, loud enough to be dealt with”
- not complain or moan about the tasks I have been set. If I do not understand I will ask politely for assistance and wait quietly until my teacher can help me
- present my written work with care and pride (Follow the Presentation Policy)
- treat others and their work with respect
- look after the classroom and all that is in it
- write my homework in my diary carefully
- do my best in both class work and homework

**AT THE END OF THE LESSON I WILL:**

- stop working when I am told to by my teacher
- pack away sensibly
- stand up behind my chair and wait
- leave row by row or table by table as told to by my teacher
- move out of the room sensibly and quietly

### **MOVING AROUND SCHOOL I WILL:**

- remove outdoor coats/jackets/garments, e.g. scarves
- keep LEFT on all stairways and corridors
- move quietly and sensibly (no running, pushing, barging, dawdling or 'linking')
- help by opening doors; let people pass and not block gangways/exits/entrances
- line up in single file

### **BREAK/LUNCHTIMES I MUST:**

- keep to the areas my year group is allowed to be in and keep out of an area that are not meant for me
- line up in queues for food sensibly. I will not try to jump the queue by pushing in or shove people about who are waiting in line
- EAT IT WHERE I BUY IT. No eating or drinking on upstairs corridors, stairways or landings as these are out of bounds
- put litter in the bins provided

### **OUTSIDE SCHOOL I WILL:**

- be an ambassador for my school. I will wear my school uniform correctly and with pride and not bring the school into question
- remember other road users/pedestrians and not stand in large groups which means others cannot pass by safely
- travel sensibly on school buses and follow the Health & Safety rules as explained by the bus company/driver
- not be loud and disrespectful to others
- go home immediately
- remember any teachers can sanction any poor behaviour I am involved in both on my way to and from school

### **VISITORS**

- any visitor will be wearing a VISITOR badge. If you believe you see an authorized person on site report this to the nearest member of staff
- DO NOT APPROACH THEM YOURSELF
- Treat all known visitors respectfully. Ask if you can help/hold doors open for them/show them the way
- Guest speakers/presenters have come to talk/work with you. Listen quietly and thank them for their work with you

Stages of Bullying

<p>STAGE 1 (C1) INSENSITIVE BEHAVIOURS Name calling, taunting, poking, shoving, taunting, teasing, excluding, ignoring that is upsetting to another (as not yet repeated) low level</p>	<p>Record on SIMS – consequence given accordingly at C1 eg verbal reprimand/break detention/lunch detention/after school detention. Form Tutor to monitor in form. Home informed via SIMS system</p>
<p>STAGE 2 (C2) BULLYING BEHAVIOURS Repeat of low level bullying, hurtful physical actions/name calling, using abusive/offensive language, deliberately continues ignoring or excluding other(s) in spite of C1 intervention</p>	<p>Record on SIMS and send alert to pastoral team/form teacher. Issue consequence detention or any of above for bullying behaviour/use of abusive language. Pastoral staff inform HOD/HOY of any further actions/outcome where necessary eg report for behaviour</p> <p>Home informed via SIMS system and possibly Pastoral Team depending upon issue</p>
<p>STAGE 3 (C3) BULLYING – following investigation it is found that this has been persistent (over a period of time) bullying – physical/ verbal/ emotional/ cyber. Racist bullying can be a one off event. Definition of Racist Bullying “A racist incident is any incident which is perceived to be racist by the victim or any other person” Sir William MacPherson, Stephen Lawrence enquiry</p>	<p>Any one or more of the C3/C4 or C5 consequences which can include:</p> <ul style="list-style-type: none"> <li>i) HOY Detention</li> <li>ii) HOY Report</li> <li>iii) Lunchtime Report</li> <li>iv) Withdrawal of privileges including Break and Lunch social time. SLT detention at SLT discretion</li> <li>v) Remove Room</li> <li>vi) Fixed term exclusion</li> </ul> <p>Serious cases will be dealt with by SLT. Permanent Exclusion may be a consideration for serious case. Governors interview panel for pupil and parent may be required. Restorative Justice/Reconciliation approach may also be used for bully and victim. Local Authority informed. Home informed. Police may also be contacted.</p>

All stages of reconciliation and support for both pupil(s) exhibiting bullying behaviours and for pupil(s) who are subjected to such will be considered. All cases of reported bullying will require resolution and monitoring, particularly at or above C3. In some cases a CAF may be triggered for any of the parties involved.

TO BE RATIFIED BY  
GOVERNING BODY  
OCTOBER 2016