

School Discipline and Student Behaviour Policy

Including: Drugs Policy, Anti-Bullying Policy, Mobile Phones Policy, ICT Acceptable Use Policy, School Uniform Policy, Use of Reasonable Force to Control or Restrain Students.



**ST JOHN PAYNE
CATHOLIC SCHOOL**

Date of Issue	Review Date	Nominated Lead Member of Staff	Nominated Committee
Spring 2022	Spring 2024	Headteacher	Curriculum & Personnel

St John Payne Catholic School **School Discipline and Student Behaviour Policy**

The Mission Statement underpins the values of the school and its Catholic ethos. The Behaviour Rules and Expectations as stated in the Student Planner are very simple and clear. Parents and guardians will see what we require from their children and what they can expect from St John Payne Catholic School from the Home School Agreement, which the parents of all new students to the school must sign when they accept a place at St John Payne Catholic School. Thus, through the school Behaviour Rules and Expectations and the Home School Agreement can be seen the three-fold partnership, between students, teachers and parents and guardians, which is essential for supporting the development of students' self-discipline and which reflects the ideals and intentions of our Mission Statement.

The aim of this policy is to ensure a consistent approach by all and to establish good practice throughout the school. We must encourage an atmosphere of high expectations and the pursuit of excellence and at the same time, maintain a friendly, purposeful and caring atmosphere based fully on the Gospel teachings.

Forgiveness and reconciliation are at the heart of Christian experience. We are forgiven and, in turn, we must forgive unconditionally.

**“Forgive whatever you have against anybody so that your Father
in heaven may forgive you.” Mark 11:25.**

Imperfection and failure are part of the process of growth, yet hope survives despite our failing often, if we can forgive one another and build afresh.

No one should leave a Catholic school feeling diminished as a person or rejected as an individual. Commitment to Christian education must always include forgiveness of self and others.

1. STATEMENT OF GENERAL PRINCIPLES

1.1 Introduction

The Governing Body is charged with a duty to set the framework for the School's Student Behaviour & Discipline Policy. In drawing up this statement of general principles, the Governing Body consults with the Headteacher, staff, parents and students. The resulting policy will be reviewed regularly.

1.2 The purpose of the School's Discipline & Student Behaviour Policy is to:-

- Fulfil the Governors duty of care to students and employees:
- Promote teaching and learning and high standards of attainment:
- Promote the wellbeing of all students.
- Promote the reputation of the school.

The Governing Body recognises that the Government has given powers to schools to regulate students' conduct, and to impose sanctions and where appropriate to exercise such powers in relation to situations that may occur outside of School that have a direct, or indirect impact upon the life/functioning of the School, or the wellbeing of students. The Governors also acknowledge the power of search that has been given to schools via the Violent Crime Reduction Act 2006. The Governors are also aware of the School's responsibility to forward to the Police any evidence of criminal acts discovered in the course of such searches.

1.3 The Headteacher is responsible for:-

- Promoting self-discipline and a proper regard for authority amongst students.
- Encouraging good behaviour, respect for others and for striving to prevent all forms of bullying amongst students.
- For securing a standard of behaviour, which is in accordance with the ethos, and expectations of the School and that fosters towards a positive learning environment.
- Regulating the conduct of students.

To achieve the above, students will, as appropriate receive information, guidance, and where necessary structured support. This responsibility is delegated to and shared with all staff. Staff are therefore also expected to encourage good behaviour, respect amongst students, for each other and to apply all rewards and sanctions reasonably and proportionately. The promotion of student discipline is also enhanced by the teaching of appropriate programmes of study, well planned, interesting and demanding lessons which are inclusive of the needs of all students.

1.4 The School is committed to:

- promoting Gospel values of respect, fairness and social inclusion and positive behaviour through active development of students' social, emotional, spiritual and behavioural skills.
- complying with equalities legislation to promote the well-being of students by improving outcomes for all students and eliminating all forms of discrimination, harassment and bullying as well as promoting equality of opportunity, the welfare of students and good relations across the whole school community.
- ensuring that any sanctions to vulnerable students – such as those with special educational needs, physical or mental health needs, migrant and refugee students and looked-after children – are applied consistently, proportionately and reasonably in accordance with their needs and that they receive behavioural support according to their need.

- taking all reasonable measures to protect the safety and well-being of staff and students, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying.
- ensuring staff model good behaviour and never denigrate students or colleagues.
- keeping parents/guardians informed of their child's behaviour, good as well as bad, using appropriate methods of engaging them and, where necessary, supporting them in meeting their parental responsibilities.
- working with other agencies to promote community cohesion and safety.

1.5 The School has the right to:-

- expect students' and parents'/guardians' cooperation in maintaining an orderly climate for learning;
- expect students to respect the rights of other students and adults in the school;
- not to tolerate violence, threatening behaviour or abuse by students or parents/guardians. If a parent/guardian does not conduct him/herself properly, the school may ban them from the school premises and, if the parent/guardian continues to cause nuisance or disturbance, they may be liable to prosecution.
- take firm action against students who harass or denigrate teachers or other school staff, on or off premises – engaging external support services, including the Police, as appropriate.

1.6 Students have the right to:-

- be taught in environments that are safe, conducive to learning and free from disruption
- expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, bullying, abuse, discrimination or harassment.
- appeal to the Headteacher/Governors and beyond if, they believe the school has exercised its disciplinary authority unreasonably.

1.7 Parents/Carers have the right to:-

- be kept informed of their child's progress, including issues relating to their behaviour;
- expect their children to be safe, secure and respected in school;
- have any complaint with regard bullying of their child to be taken seriously and investigated/resolved as necessary.
- appeal to the Headteacher/Governors and beyond if they believe the school has exercised its disciplinary authority unreasonably.

- appeal against a decision to exclude their child, first to the Governing Body and then, in cases of permanent suspension, to an Independent Review Panel.
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1.8 Parents/Carers have the responsibility:-

- to respect the school's discipline and student behaviour policy and the disciplinary authority of school staff.
- to help ensure that their child follows reasonable instructions by school staff and adheres to school rules.
- to sign the Student Planner each week.
- to send their child to school each day punctually, suitably clothed, fed, rested, equipped and ready to learn.
- to ensure school staff are aware of any special educational need related or other personal factors, which may result in their child displaying behaviour outside the norm.
- to be prepared to work with the school to support their child's positive behaviour.
- to attend meetings with the Headteacher and other school staff, if requested, to discuss their child's behaviour.
- to adhere to the terms of any Parenting Contract or Order relating to their child's behaviour.
- if their child is excluded from the school to ensure the child is not found in a public place during school hours in the first five days of suspension and, if invited, to attend a reintegration interview with the school at the end of a fixed period suspension.

2. SCHOOL ETHOS

We believe and practice in the daily life of the School, that each individual is unique and that any discrimination on the grounds of race, gender, colour, religious belief, disability or sexual orientation, is not only against the law of the land but a serious moral failure. The full aim of our pastoral care ethos is to reinforce and develop the uniqueness of each individual and their responsibility to Christ and their neighbour and to develop a deep sense of responsibility in each of us for other individuals.

In practical terms, the vision outlined above must be served by rules and structures which direct and encourage a uniquely Christian way of living within our school community. Our School rules have been designed to make our School a safe and happy working community, and to direct each individual towards making their own contribution to this goal. Our School Behaviour Rules & Expectations described in the Student Planner and which are brought to the attention of parents/carers and students on an annual basis through letters and assemblies are developed from the following key principles:-

- Our School is a Catholic Christian community of which we are all part of and have a duty to care for.
- Students must treat each other, visitors and staff at all times with courtesy and respect.
- Teachers at our School are dedicated public servants. They will always show students respect. We as a School expect the same to be returned.
- Students must also respect the property of the School and that of other students.
- Bullying of any kind will not be tolerated, nor will the harassment or attempted intimidation of any member of staff.
- We are a Catholic community, and students must therefore show respect for the prayer life and religious worship of our School community.
- Students must never bring false witness against another student or member of staff.
- Our School expects all students to strive to achieve the highest levels of attendance and punctuality.
- Students have a right to learn, and therefore disruptive behaviour in lessons cannot be tolerated.
- Home study is designed to enable all students to achieve their potential. Work that is set must therefore be completed correctly and handed in on time.
- Our Student Planner is designed to help students to organise their learning, and to allow communication between home and School. All students must therefore follow our School's procedures that relate to the Student Planner.
- Uniform:-our uniform identifies our School, and also helps all to have a sense of belonging. Our School uniform must, therefore, be worn in accordance with our code of dress in the Student Planner.
- Travelling to and from School. Students must always travel to and from School, in a safe, sensible and courteous manner.
- Health & Safety. Students must always act in a manner that protects the health & safety of both themselves and others. This will be achieved by following the School rules and advice in this matter.
- Students must respect our local environment and property of our neighbours in the local community. Students must respect the movement of our neighbours when they are coming to or going home from school.

3. REWARDS AND SANCTIONS

Our School endeavours to encourage students to behave in an appropriate and constructive manner, through setting high standards of expectations, which are clearly and regularly communicated to the student body. Through a culture of praise and recognition, we seek to affirm good behaviour and achievement. The primary purpose of our school is to educate young people with regard to their behaviour in accordance with a Christian way of living

within a community of learning. In accordance with the School's Mission Statement, we promote the developmental care of each individual student. We recognise that young people flourish within an atmosphere of reward and praise.

Our School rules and procedures are supported by a wide range of rewards and sanctions. The aim is to promote positive behaviours and to demonstrate that misbehaviour is not acceptable. In serious cases of misconduct, the sanction of fixed term suspension or permanent suspension may be appropriate. In all cases, sanctions are imposed in a just, reasonable and proportionate manner that will reflect and acknowledge the gravity of the misbehaviour.

3.1 Rewards

At St John Payne Catholic School positive action is valued and actively encouraged, the following rewards are used. (This is not an exhaustive list.)

- Verbal Praise
- Written comments on student work in Student Planner
- House Points/Achievement Points
- Housepoint Awards; Bronze, Silver, Gold, etc.
- Phone call/email home
- Postcards home
- Sports Colours
- Prefect status
- Prizegiving evening - effort, attainment and citizenship awards
- Certificate evening special awards

All members of staff are encouraged to award House Points, if and when they are deserved. The number of House Points awarded each week is unlimited and left to the member of staff's own professional judgement. House Points are in normal circumstances issued singularly. House Points may be awarded for many reasons; these include academic work and service to the school. The following list is used as a guide:

- Good work, written or practical
- Presentation or performance
- Participation in class, verbal answers
- Taking part in, and preparing Form assemblies
- Reading at and/or participating in Head Teacher's, Year Head, and House assemblies
- After school activities, e.g. choir, sporting events & special activities.
- Other actions, which go beyond, expected courtesy and good manners.

3.2 Sanctions

The School has devised and continually reviews its associated systems. When students do not respond in a positive manner to praise or warnings then sanctions may be necessary. When sanctions are necessary they will always be proportionate and imposed in such a way that the dignity of the individual is respected.

Behaviour outside the classroom and around the school site

The School hold the following expectations for all students:

- We expect that students follow instructions from staff.
- Keep all doorways clear where possible.
- Always use appropriate staircases and entrance/exits.
- Only enter and exit the classroom when told to do so by a member of staff.
- Students are not permitted to be in the building during break and lunch times unless inclement weather procedures have been authorised
- Access to designated toilets is only allowed during break and lunch times•
- Students to report any incidents to member of staff on
- Staff to follow appropriate procedures when notified of incidents.

3.3 Off Site Direction

Removal from lesson may be used as a response to misbehaviour and a period of targeted reflection and support. If a student is to have a period of reflection it is paramount that the student is given clear targets and support and a re-integration takes place. Individual behaviour plan, PSP, Off site direction Level 1 – short term in another; Off site direction Level 2 – Fixed term placement could be a type of intervention the school may use to support positive behavioural changes.

As a strategy to improve behaviour the governing body of the school may direct a student off site to be educated at another mainstream school or alternative provision for a given period of time in an attempt to improve the students behaviour. The student will be dual registered for the period of the move. Regular reviews will take place between the schools and parents to ensure that it is meeting the objectives and adapt accordingly.

	Level	o Behaviour instances	- Sanction
Class teacher	B1	<ul style="list-style-type: none"> o Low Level/Minor disruptions 	<ul style="list-style-type: none"> - Verbal warning recorded on board - Not recorded on SIMS - Where appropriate mark expectations card
	B2	<ul style="list-style-type: none"> o Repeated disruption despite B1 warning o Rudeness/inappropriate language o Work and homework not completed to high standard o Removal from lesson not needed 	<ul style="list-style-type: none"> - B2-A Subject teacher detention (<i>Lunch</i>) - B2-B Subject teacher detention (After school) Parent informed via email/phone - Detention uploaded to Edulink - Where appropriate, mark expectations card - Record on SIMS: behaviour points recorded
HOD/HOY	B3	<ul style="list-style-type: none"> o Severe or continuous disruption despite B2 warning. o Failure to attend subject teacher detention 	<ul style="list-style-type: none"> - Removal from lesson (Exit-room) within faculty - 1 hour after school detention - Record on SIMS: behaviour points recorded - Email or Phone call to parent - Could lead to a period of inclusion and reflection
SLT	B4	<ul style="list-style-type: none"> o Refusal to follow instructions in exit room, continued poor behaviour. o Intimidating behaviour o Refusal to move to exit room o Failure to attend x 2 B3 o School Detentions 	<ul style="list-style-type: none"> - Removal from lesson (SLT) - Social lunch inclusion (5 lunch sessions) - Record on SIMS: behaviour points recorded - Tutor/HOY/ SLT report - Fixed term: 1 day inclusion - Suspension based on tariff system

Discipline with dignity



Behaviour for Learning
Boundaries set with compassion

Core Values:

1. ***Display respect, sympathy & compassion at all times.***
2. ***Always give of your best.***
3. ***Uphold the ethos of the school in all that you do.***

<p style="text-align: center;">B1 Class teacher Verbal Warning Name recorded on board</p>	<ul style="list-style-type: none"> • Low level chatting or disruption • Reluctance or defying instruction • Inappropriate language or comments (minor) • Lack of effort in class • Incorrect uniform • Lack of equipment e.g. Pen or PE kit 	<p style="text-align: center;">B4 SLT Incident written on SIMS</p> <p style="text-align: center;">Social Inclusion</p>	<ul style="list-style-type: none"> • Rudeness or walking away from a member of staff • Failure to follow adult's instruction • Blocking exits/doors • Repeated use of inappropriate language • Deliberate and continuous uniform infringement/Persistent inappropriate uniform • Disrespect towards the school environment • Refusal to hand over banned items (Mobile Phone etc) • Deliberately offensive behaviour towards a fellow student • Repeated instances of derogatory or inflammatory behaviour • Out of lesson without permission or truancy • Persistent breach of B3 rules
<p style="text-align: center;">B2 Class Teacher Break or Lunch detention (B2-A)</p> <p style="text-align: center;">After school detention (B2-B) <i>Take up time outside class if needed</i></p>	<ul style="list-style-type: none"> • Failure to meet expectations of B1 rules for a second time • Persistent low-level disruption • Arguing with another person • No homework/Failure to bring PE Kit • Dropping litter • Chewing gum • Lateness to lesson (Occasional) • Doodling 	<p style="text-align: center;">Tariff system to be applied</p> <p style="text-align: center;">Could lead to Internal or permanent suspension</p>	<ul style="list-style-type: none"> • Discriminatory comment. (Racist/sexist/homophobic etc.) Language of an offensively intolerant nature • Defiance/Rudeness/walking away from member of staff • Intimidating/threatening behaviour • Aggressive response to staff • Swearing/ Inappropriate language or actions • Offsite without permission/Truancy
<p style="text-align: center;">B3 HOD/HOY Parents informed by email or phone HOD detention</p>	<ul style="list-style-type: none"> • Failure to meet expectations of B2 rules for a third time • Punctuality and lateness (Repeated) • Persistent lack of equipment/kit/planner • Graffiti in books • Defiance • Failure to engage with any classwork • Poor behaviour outside of classroom • Throwing items in classroom • In an out of bounds area • Expectation card (5 signatures)/ Inappropriate use of phone 	<p style="text-align: center;">Off -site direction can also be a behaviour strategy that the school may implement</p>	<ul style="list-style-type: none"> • Threatening or aggressive behaviour • Bullying/ Harassment (Cyber bullying) • Illegal substances in school • Harassment • Minor/Serious assault • Persistent high-level disruption of lessons • Persistent or verbal bullying including social media • Possession of a weapon (eg.pen knife) • Damage to school property/Smoking on school property • Arson/Fireworks in school
<p>Every incident must be taken on its own merit and promptly recorded onto SIMS</p>			

4. Support Systems

In addition, the School has developed a wide range of pastoral/academic initiatives to support students with regard to their behaviour and achievement.

These include:-

- Form Tutors
- Form Buddies
- Student Peer Mentors
- School Chaplain
- Pastoral Assistants
- Action and advice by Heads of Year
- Special Educational Needs Support
- Counsellor from the Brentwood Catholic Children's Society
- A range of outreach support services provided by Essex County Council
- Healthhub

As a School, we recognise the importance of establishing a constructive and mutually supportive relationship with parents/carers. We therefore aim to establish clear communications between home and School when behavioural concerns arise. Through meetings and other forms of communication, the school seeks to employ the resources at our disposal to resolve such issues. In the main, such communication will be via our Heads of Year. The School has also a published complaints procedure.

Through School Councils, we will also seek to provide students with the opportunity to express their views with regard to the School's discipline, rewards and anti-bullying policies. In addition, the School will also consult all staff, parents and students with regard to the School Discipline & Student Behaviour Policy.

Related Policies Included in our School Discipline and Behaviour Policy

Appendix A - Drugs

Appendix B - Anti-bullying

Appendix C - Mobile Phone

Appendix D - ICT Acceptable Use

Appendix E - School Uniform

Appendix F - Use of Reasonable Force to Control or Restrain Students

Appendix A

St John Payne Catholic School Drugs Policy

Background

DfES circular 4/95 suggests that “all school policies on behaviour and discipline should include a clear statement of the school’s attitude to illegal drugs and other substances open to misuse and of the disciplinary measures which will be applied to drug related incidents”.

Definition: “illegal drugs” are taken here to mean drugs in all categories, such as cannabis, ecstasy, amphetamines, heroin, crack/cocaine, LSD etc.

The Aim of the policy

The aim of this policy is to acknowledge and clarify the schools’ role in drug prevention and education and ensure it is appropriate to students’ needs. The policy also provides information and guidance about drug education, as well as procedures to respond to any drug-related incident, for students, teachers, support-staff and outside agencies or individuals.

Principles of the Policy

The Governing Body believe that the possession and or use of such drugs in school, during the school day or while travelling to or from school is very serious and will be dealt with accordingly. The drugs/substances covered by this policy are not to be bought, sold or otherwise exchanged or brought onto school premises during the school day, or while students are on school visits.

The principles that inform the drugs policy and internal procedures are based on concern about the health, wellbeing and safety of the school community as a whole as well as individual students.

The school is aware that different groups of people may have some involvement in reacting to a drug-related incident. These could include the Headteacher, students, teachers, governors, parents, police and drug counsellors. Each may require particular information before deciding on how to respond and may have varying concerns, rights and responsibilities.

This policy applies at all times to the school premises, school transport, as well as school visits/trips/fieldwork and residential.

Statutory duty of the school

The Headteacher takes overall responsibility for the policy and its implementation, for liaison with the governing body, parents, LA and appropriate outside agencies. The Headteacher will ensure that all staff dealing with substance issues are adequately supported and trained.

Legal Obligations

There is no legal obligation for the Headteacher to inform the Police regarding a drug related incident although the Department for Education recommends that calling the Police would be appropriate.

A school cannot knowingly allow its premises to be used for the production or supply of any controlled drug (e.g. the preparation of, or smoking of cannabis). Where it is suspected that substances are being brought onto, exchanged, bought or sold on

the premises, details regarding those involved, as well as much information as possible, may be passed to the police.

The Headteacher will make an informed decision relating to the nature and circumstance of any incident and act appropriately with the interest of the school, the student and his/her family/guardians of paramount importance.

Identifying a Situation

The staff at St. John Payne Catholic School will become familiar with the following warning signs that illegal drug abuse may exhibit. The list is not finite:

- changes in attendances
- decline in performance in school and homework
- mood swings, restlessness or irritability
- reports from parents/guardians that unusual amount of time is spent away from home
- excessive spending or borrowing of money
- stealing money or goods
- excessive tiredness, without obvious cause
- no interest in physical appearance
- sores or rashes especially on the mouth or nose
- lack of appetite
- over-use of scents, colognes etc. to disguise the smell of drugs.

Drugs Education

Drugs education in St. John Payne Catholic School will be delivered both by crosscurricular themes and within the PSHE programme. Drugs education in the school will be co-ordinated by the PSHE co-ordinator and will:

- Help students to gain an understanding of drugs and appropriate drug use
- Dispel myths
- Provide accurate information
- Clarify values and attitudes

Our aims are:

- To raise self-esteem
- To enable informed choice
- To help students manage personal, social and emotional development and change.
- To develop personal and social skills
- To explore strategies for healthy lifestyles.

On the whole, it will be teachers who will teach drug education but, where appropriate, outside visitors may contribute. Such visitors should be used in a planned way and their contributions be evaluated. Teachers will have access to on-going advice, support and training as part of their own professional development. The school cooperates with agencies such as the LA, Police, health and drug agencies.

Searching

Under the Education and Inspections Act (2006) the Headteacher and authorised staff, have the power to authorise a search of students or their possessions (including bags and lockers) without their consent if there are reasonable grounds for suspecting that the student may have a prohibited item or an item banned by the school. Teachers can also instruct a student to turn out their pockets and discipline them if they refuse to do so. Schools are not required to inform parents before a search takes place or to seek their consent to search their child.

Prohibited items as defined by the DFE are:

- Knives and any form of weapons (including for example laser pens).
 - Alcohol.
 - Illegal drugs.
 - Stolen items.
 - Tobacco, cigarette papers, cigarettes, e-cigarettes, vapes, disposable vapes etc.
 - Fireworks.
 - Pornographic images.
 - Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property or judged to be inappropriate in school.
- Reasonable force * may be used to search for prohibited items.

The police will be called where there is a potential danger or risk to the personal safety of the teacher or student. Refusal to be searched If a student refuses to be searched this is a very serious breach of the school's Behaviour for Learning policy. Such a refusal effectively undermines the school's ability to ensure the safety of the school community. The school reserves the right to apply a very significant sanction, up to and including permanent exclusion from school, in response to a student refusing to be searched. * Please see Use of Reasonable Force DfE Guidance – May 2012 9 The Education and Inspections Act (2006) allows school staff to seize any prohibited item found as a result of a search.

They can also seize any item, however found, which they consider harmful or detrimental to school discipline. If a mobile phone is visible in a lesson, or causes disruption in a lesson in any other way, it will be confiscated, and the phone will be returned at the end of the school day by Main Reception. AirPods will also be confiscated if seen and can be collected at the end of the school day from the Main Reception team.

Items of jewellery which are in breach of the school rules (eg bracelets, rings, necklaces, non-stud earrings, other piercings) will be confiscated and returned when a parent comes to collect them, or at the end of that half term.

Staff Development

The policy aims to ensure that the approach taken on the issue of drugs is a whole-school one and is part of our commitment to and concern for the health and well-being of the whole school community. Teachers will need to be confident and skilled to teach drug education and students need to receive up to date, relevant and accurate information as well as support. St. John Payne Catholic School will develop a resource library of drug related information which staff can access. All staff will have access to information about drugs and drug issues through in-house training events. Where relevant to the role of a member of staff more detailed and specific training will be accessed and provided.

Parents and Guardians

The St. John Payne Catholic School community consists of caring and cooperative parents and guardians and the Governing Body hope that parents who are concerned about their child and drugs will feel they can contact the school for support. The school will wish to ensure that no student is hindered from reaching his or her potential because of drug misuse. However, if specific counselling or specialist help is needed the parent/guardian/carer will be informed of appropriate agencies and services.

Implementation of the policy:

In incidents involving substance misuse or supply on the premises during the school day, and following discussion with the student and staff, action will proceed as follows.

- Any medical emergencies will be dealt with
- In cases of substance use/misuse or supply on the premises, during the school day or during school visits etc, the incident will be discussed with the student and a written record taken. Parents and guardians will be informed by the Headteacher as soon as possible. The support of outside agencies will be sought if appropriate
- If, after an investigation, a serious breach of discipline is proven, the Headteacher will make decisions and act as appropriate
- If a young person admits to using or supplying substances off the premises, the appropriate action will be to inform parents and guardians and advice or support offered.

Appendix B

St John Payne Catholic School Anti-Bullying Policy

The aim of St John Payne Catholic School's anti-bullying policy is to ensure that students learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable. Only when all issues of bullying are addressed will students be able to fully benefit from the opportunities available at schools.

Bullying is defined as repetitive, intentional hurting of one person or group where the relationship involves an imbalance of power.

The four main types of bullying are:

- physical (hitting, kicking, theft, peer on peer)
- verbal (any verbal insult intended to cause hurt or upset; in particular language of a discriminatory or intolerant nature) or psychological
- it can be face-to-face or online

Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Students must be encouraged to report bullying in school.

The Schools' teaching and non-teaching staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

Schools duties and Safeguarding

The Department for Education (DfE) has produced guidance for all schools, including academies and free schools, which outlines its duties towards preventing and tackling bullying in schools:

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>.

The Education Act 2002 Section 175 placed a legal duty on maintained schools and Local Authorities to safeguard and promote the welfare of children.

The Government has also issued statutory guidance under s175 called Keeping children safe in education September 2019. This applies to all schools including academies, free schools, alternative provision, maintained nursery schools and independent schools. It describes what schools and colleges should comply with. Schools also have obligations under the statutory guidance Working Together to Safeguard Children 2019. 'Safeguarding' covers more than child protection. The guidance states that it specifically covers issues such as health and safety and bullying.

A failure to have necessary arrangements in place under section 175 may be grounds for the Secretary of State to act against a Local Authority or Governing Body.

Some incidents of bullying may also be a child protection issue. A bullying incident should be addressed as a child protection issue under the Children Act 1989 when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. These concerns must be reported to the member of staff in school responsible for child protection and then reported to the local authority's children's social services.

Section 89 of the Education and Inspections Act 2006 states that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures must be communicated to all pupils, school staff and parents.

A copy of the St John Payne Anti-Bullying Charter can be found in the student planner.

Under the Public Sector Equality Duty of the Equality Act 2010, schools and childcare providers must take steps to prevent and respond to discriminatory language.

Schools have the powers to intervene in bullying incidents outside of the school ground including on home-to-school transport, in the community and online.

Most bullying incidents are not crimes. But some types of bullying are illegal and should be reported to the police. This includes bullying that involves violence or assault; theft; harassment and intimidation over a period of time including calling someone names or threatening them, making abusive phone calls, and sending abusive emails or text messages (one incident is not normally enough to get a conviction); and anything involving hate crimes.

Some cyberbullying activities could be criminal offences under a range of different laws, including the **Malicious Communications Act 1988** and the **Protection from Harassment Act 1997**. There have been some instances of such prosecutions in the UK.

The Headteacher **must** follow through and adopt the policy and all students, parents and teachers should be notified of it once it has been decided.

Pupils should be involved in both the drafting of their anti-bullying policy and its monitoring, by being encouraged to discuss the policy and its effectiveness. Involving pupils in this way is compatible with children and young people's rights to participate under Article 12 United Nations convention on the Rights of the Child 1989.

Section 89 of the Education and Inspections Act 2006: s89

Determination by Headteacher of behaviour policy

(1). The Headteacher of a relevant school must determine measures to be taken with a view to-

a. promoting, amongst pupils, self-discipline and proper regard for authority,

b. encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils, c.

securing that the standard of behaviour of pupils is acceptable,

d. securing that pupils complete any tasks reasonably assigned to them in connection with their education, and

e. otherwise regulating the conduct of pupils.

(2). the measures, which the Headteacher determines under, subsection (1). May, to such extent as is reasonable, include measures to be taken with a view to regulating the conduct of pupils at a time when they are not on the premises of the school and are not under the lawful control or charge of a member of the staff of the school.

(3). the measures determined by the Headteacher under subsection (1) must be publicised by him in the form of a written document as follows-

- a. He must make the measures generally known within the school and to parents of registered pupils at the school, and
- b. He must in particular, at least once in every school year, take steps to bring them to the attention of all such pupils and parents and all persons who work at the school (whether or not for payment).

Students

Students who have been bullied will be supported by:

- offering an opportunity to discuss the experience with a form tutor or member of staff of their choice
- offering continuous support
- restoring self-esteem and confidence
- students in year 7 & 8 may be supported by the peer mentors or form buddies

Students who have bullied will be helped by:

- discussing what happened
- discovering why the student became involved
- establishing the wrong doing and need to change
- informing parents or guardians to help change the attitude of the student.

The following disciplinary steps can be taken, in line with the school discipline and student behaviour policy:

- official warnings to cease offending
- detention
- exclusion from certain areas of school premises
- internal suspension
- fixed-term suspension
- permanent suspension.

Within the curriculum, the school will raise the awareness of the nature of bullying through inclusion in PSHE programme, form tutorial time, assemblies and subject areas, school expectations will be made clear to students as appropriate, in an attempt to eradicate such behaviour.

Appendix C

St John Payne Catholic School Mobile Phone Acceptable Use Policy

1. All mobile phones must be switched off and out of sight at all times in school.

2. We adopt the Policy of: NOT SEEN NOT HEARD NOT TAKEN
3. The school cannot accept any responsibility for any damage caused to or loss of the phones when they are on school premises.
4. Any misuse will result in:-

The phone being taken directly to the school office. It is kept there for the rest of the school day. The phone can be collected at the end of the school day.

Appendix D

St John Payne Catholic School ICT Acceptable Use Policy

St John Payne Catholic School has ICT facilities that are made available to students to further their education and to staff to enhance their professional activities including teaching, research, administration and management. St John Payne Catholic School's ICT Acceptable Use Policy has been drawn up to protect all parties – the students, the staff and St John Payne Catholic School. St John Payne Catholic School reserves the right to examine or delete any files that may be held on its computer system & to monitor e-mail and any Internet sites visited by users.

Students are expected to abide by the following points:

- I will only use ICT systems in school, including the internet, e-mail, digital video, mobile technologies, etc. for school purposes.
- I will not download or install software on school technologies.
- I will only log on to the school network/ Learning Platform with my own user name and password.
- I will log out at the end of a session.
- I will follow the school's ICT security system and not reveal my passwords to anyone.
- I will make sure that all ICT communications with students, teachers or others is responsible and sensible.
- I will be responsible for my behaviour when using the Internet. This includes resources I access and the language I use.
- I will not deliberately browse, download, upload or forward material that could be considered offensive or illegal. If I accidentally come across any such material, I will report it immediately to my teacher.
- I will not give out any personal information such as name, phone number or address. I will not arrange to meet someone unless this is part of a school project approved by my teacher.
- Images of students and/ or staff will only be taken, stored and used for school purposes inline with school policy and not be distributed outside the school network without the permission of the e-Safety coordinator
- I will ensure that my online activity, both in school and outside school, will not cause my school, the staff, students or others distress or bring into disrepute.
- I will respect the privacy and ownership of others' work on-line at all times.
- I will not attempt to bypass the internet filtering system.
- I understand that all my use of the Internet and other related technologies can be monitored and logged and can be made available to my teachers.
- I understand that these rules are designed to keep me safe and that if they are not followed, school sanctions will be applied and my parent/guardian may be contacted.

Appendix E

St John Payne Catholic School Uniform Policy

St John Payne Catholic School uniform symbolises respect for authority and order, as well as the idea of basic equality. The colours of the school uniform are maroon, black and yellow. Maroon represents the martyr's blood, black represents the death of the martyr and gold represents the martyr in heaven. Parents and guardians are responsible for assuring that their children are appropriately dressed. Students are expected to be tidy at all times and should wear their uniforms in a manner that reflects pride in themselves and in their school.

All students in Years 7 to 11 are required to wear uniforms to and from school as well as during the school day. Sanctions will be imposed on those students who fail to comply. Occasionally students are exempted from the uniform code because of a non-uniform day.

Sixth form students are part of the whole School Community and should dress in a way that allows for their individual style to be a part of their appearance, whilst also taking into consideration that they are role models to the lower school students. Whilst there are some constraints on what is acceptable dress in school, students should be smartly presented and understand that their dress should reflect that worn by the rest of the school community.

Details of the school uniform can be found in the Student Planner and on the school website.

Appendix F

St John Payne Catholic School Use of Reasonable Force to Control or Restrain Students

The policy adheres to **Guidance on the use of Physical Intervention, including other physical contact in all Education Establishments in Essex Local Authority** published in May 2011 (available from the school office).

Further guidance includes:

1. Guidance for Safe Working Practices for the Protection of Children and Staff in Education Settings
<http://www.teachernet.gov.uk/docbank/index.cfm?id=8200>
2. DfES Guidance 'Safeguarding Children in Education'
<http://publications.teachernet.gov.uk/eOrderingDownload/DfES-00272004.pdf>
3. Children's Act 2004 <http://www.opsi.gov.uk/acts/acts/2004/20040031.htm>
4. DfES Guidance Ref. LEA/0264/2003 'Guidance on the use of Restrictive Physical Intervention for Students with Severe Behavioural difficulties'

5. <http://www.teachernet.gov.uk/wholeschool/sen/schools/piguide/pisec1/>
6. DfES Guidance Ref: LEA/0242/2002 'Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders'
http://www.teachernet.gov.uk/_doc/6059/PI%20Guidance.pdf

Authorised staff

This guidance applies to all members of school staff at school. It also applies to people whom the Headteacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students of school-organised visits.

The authorisation applies at any time when a person has control or charge of a student whilst in school, on a field trip, local visit or other out of school activity.

Policy

Within the requirement of the duty of care that school staff have to their students, authorised staff may use reasonable force to prevent a student:

- committing an offence.
- causing injury to others, to themselves, or damage to property.

Use of physical intervention must be the final option and should only be engaged once all other attempts to defuse and settle a situation have proved ineffective, such as ordering the student to stop, reasoning with the student as the situation dictates, removing other students from the area for their safety.

Authorised staff must be mindful of the following when deciding to use physical restraint:

- will the use of force exacerbate the situation, resulting in further injury to the teacher, the student or other students? For example, if a student is restrained from leaving a room.
- will it set a poor example for other children.
- will it unduly distress the student or other students.

Guidance on deciding appropriate action

The following are examples of situations where the use of reasonable force may be appropriate – it is not exhaustive and does not suggest that such situations are always requiring of the use of physical restraint:

- students fighting.
- a student engaged in activity which poses a physical threat to others.
- a student engaged in or on the verge of committing deliberate damage to property.
- a student running in a confined or enclosed area in a way which might cause an accident likely to injure him/herself or others.
- a student who is seriously disrupting a lesson by throwing things or physically interfering with others.
- a student absconding from class or trying to leave school but only if the student could be at risk if not kept in the classroom or school.
- when outside the school to prevent a student running or stepping off a pavement onto a busy road.

The use of force should never be used to prevent a student from committing a trivial misdemeanour such as dropping litter, queue jumping or shouting. The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force.

The use of any degree of physical contact should never be used to punish a student or deliberately cause pain, injury or humiliation. It is unlawful to use physical contact in this way.

Application of force

Where it is deemed necessary to use physical force an authorised member of staff must not do so in a way that might reasonably be expected to cause injury. For example, by:

- holding a student around the neck, or by the collar, or in any other way that might restrict the ability to breathe.
- slapping, kicking or punching the student or striking the student with an object.
- twisting or forcing limbs against a joint.
- tripping up a student.
- holding or pulling a student by the hair.

Acceptable intervention would include:

- physically interposing him or herself between the students or blocking a student's path;
- holding, pushing, pulling or leading by the arm;
- shepherding a student away by placing a hand in the centre of the back;
- using classroom furniture to restrict movement.

Procedure

If a student is behaving in a way that might be deemed appropriate for intervention the following procedure should be adopted:

1. Use strategies and techniques to defuse the situation.
2. Send for assistance to adjoining rooms and senior staff.
3. Consider removing other students from the area.
4. Continue attempts to defuse the situation.
5. Instruct the student to stop, explaining the consequences of failing to comply, including making clear that restraint may be used.
6. Adopt a calm, measured approach so as to not give the impression that you have lost your temper or intend to punish the student.
7. Immediately following any use of physical restraint, the reporting procedure should be completed.

Reporting an incident

Immediately following the incident, a senior member of staff must be informed. As soon as possible afterwards an incident form (appendix Fi) should be completed and sent to the Headteacher or Deputy Headteachers for filing in the incident folder.

Action following an incident

As soon as possible following an incident, the member of staff involved will meet with the Headteacher or a member of senior staff designated by the Headteacher, unless it is the Headteacher then the meeting will be held with the Chair of Governors.

The meeting will be conducted in order to:

- Provide an opportunity for the member of staff to reflect upon the incident.
- Allow the member of staff to express their feelings.
- Offer the member of staff support and constructive feedback.
- Provide an opportunity for the member of staff to identify what they think will be a way forward for both themselves and the student.

The Headteacher or member of staff designated by the Headteacher will meet with the student in order to:

- Explore the student's point of view.
- Share the views of the member of staff.
- Explore alternative behaviour in future situations.

The date and time of the meetings should be recorded on the incident report form and a copy of the interview notes should be filed with the report form.

The Headteacher will write to the parents or carers of the student requiring restraint to make them aware of the incident and invite them to discuss the situation further (appendix Fii). The letter to the parent will:

- Be factual • Not use the authorised person's name or the names of other students involved
- Refer to appropriate law or regulations.
- Refer to this school policy.

APPENDIX Fi: St John Payne Catholic School: Report form for use following an incident involving use of physical restraint

Student name:

.....

Date and time of incident:

.....

Location of incident:

.....

Names of other staff or students who witnessed the incident:

.....

.....

The reason that use of force was necessary. For example, to prevent injury to other students.

.....

.....

A full report of the incident, including:

- how the incident began and progressed.
- details of the student’s behaviour.
- what was said.
- attempts to defuse the situation.
- the degree of force used, how it was applied and for how long.
- the student’s response and the outcome, including details of injury suffered by any involved and of any damage to property.

.....

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.....

.....

Signature.....

Printed name Date

Date & time of staff meeting:

Date and time of student meeting:

APPENDIX Fii: Model letter for informing a parent or carer of an incident requiring restraint of their child.

Dear

I write to inform you that on(date) at(time), (name) was involved in an incident which occasioned the need for a member of my staff to restrain him/her.

(description of events)

.....
.....
.....
.....
.....

As we have a Duty of Care to prevent physical harm to students and staff and to promote good discipline and behaviour, the action by the member of staff was fully compliant with Section 550A of the Education Act 1996 in force from 1.9.98. The Act lists occasions when authorised persons may use force to control students as:

- Prevention of an offence.
- Prevention of personal injury or damage to property.
- Prevention of behaviour prejudicial to good order and discipline.

During the restraint (name) was not at risk of harm. He/she was effectively removed from the situation and allowed to calm down.

I am sure that you would wish to support the school in its actions and if you would like to discuss the situation further please contact the school to make a mutually convenient appointment.

Yours sincerely etc.