

# **Policy on Behaviour and Discipline (Whole School including EYFS)**

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**Independent Day School for Boys and Girls**

**Our Lady of Sion School**

**Frequency of Review: 2 Years**

**Next Review: June 2022**

## **Our Lady of Sion School**

### **Policy on Behaviour and Discipline**

#### **Scope**

This policy applies to all pupils, parents and staff at Our Lady of Sion School, including Early Years (EYFS), Junior School, Senior School and Sixth Form. It has been written with due regard to Behaviour and Discipline in Schools (2016) The Equality Act (2010).

#### **1. Policy aims**

- 1.1 To enable the Headmaster to carry out his responsibilities of maintaining order and good discipline in the School.
- 1.2 To promote good behaviour by all pupils.
- 1.3 To ensure, so far as possible, that every pupil in this School is able to benefit from and make his/her full contribution to the life of the School, consistent always with the needs of the school community.
- 1.4 To authorise the School Protocol, the School Rules and any procedures necessary for implementing them.

#### **2 School behaviour**

- 2.1 This Policy sets out the principles of the School in relation to:
  - good conduct and behaviour
  - self-respect and respect for others
  - respect for property and the environment
- 2.2 Parents will be expected to read the School Behaviour and Discipline Policy with their children from time to time. Its principles will be reinforced at assemblies and frequently at other times.

#### **3 School rules**

- 3.1 The School Rules are set by the Headmaster and are necessary:
  - for the safety and well-being of everyone at the School
  - for the reputation of the school community as a whole
  - for the protection of school property and the wider environment
  - to enable a young person to develop a strong sense of how to support a community and respond morally and appropriately to the world around them.
- 3.2 The School Rules apply to all age groups and at all times when the pupil is:
  - at School, representing the School, or wearing school uniform
  - travelling to and from school
  - associated with the School at any time
- 3.3 The Governors and the Headmaster intend that the School Rules and the sanctions provided in them shall also, in appropriate circumstances, be capable of regulating the conduct of pupils when they are away from school premises and outside the jurisdiction of the School, for example in the holidays. This will normally be where the conduct in question could have repercussions for the orderly running of the School, could affect the welfare of a member of the School community or a member of the public or which brings the School into disrepute.
- 3.4 Pupils are expected to know and understand the School Rules and to read them through with their parents. The School Rules will be amended from time to time and reinforced at assemblies and frequently on other appropriate occasions.

#### **4 Rewarding good behaviour**

- 4.1 The School understands that rewards can be more effective than punishment in motivating pupils. The School is committed to promoting and rewarding good behaviour. See Appendix 2 for details of some of the ways in which good behaviour is rewarded.
- 4.2 The School recognises that where challenging behaviour is related to a pupil's disability, use of positive discipline and reward methods may enable the School to manage the pupil's behaviour more effectively and improve his/her educational outcomes.

#### **5 Breaches of school discipline**

The Governors have authorised the following sanctions:

##### **5.1 Exclusion and Permanent Exclusion**

A pupil may be formally expelled if it is proved on the balance of probabilities that the pupil has committed a very grave breach of school discipline or a serious criminal offence. Expulsion is reserved for the most serious breaches. Formal expulsion implies that the pupil's name will be expunged from the roll of the School and reference to the facts and circumstances will be made in response to every request for a reference. All outstanding fees up to and including the term of expulsion shall be payable and any deposit shall be retained by the School.

The Headmaster is required to act fairly and in accordance with the principles of natural justice and not to expel a pupil other than in grave circumstances. See the School's separate Expulsion, Removal and Review Policy.

##### **5.2 Removal**

Parents may be required to remove a pupil permanently from the School if, after consultation with the parents and if appropriate the pupil, the Headmaster is of the opinion that:

- (a) by reason of the pupil's conduct, behaviour or progress, the pupil is unwilling or unable to benefit sufficiently from the educational opportunities and / or the community life offered by the School; or
- (b) if the parents have treated the School, members of its staff or any member of the School community unreasonably.

Subject to payment of all outstanding fees (the deposit being returned or credited to the account); the pupil will be given reasonable assistance in making a fresh start at another school. Again, see the School's separate Expulsion, Removal and Review Policy.

##### **5.3 Suspension**

A pupil may be placed under suspension while a complaint is investigated or pending the outcome of a Governors' Review, or as a sanction in its own right. Suspension used as a sanction will form part of the pupil's permanent disciplinary record.

##### **5.4 Detention**

A pupil may be placed in detention where, in the opinion of the Headmaster or delegated member of staff, this sanction is a reasonable response to a breach of school discipline. If a detention is to be held during the school day (same day as the misdemeanour took place), there is no need to give notice to parents. However, communication with parents is encouraged so that they can support the school in monitoring behaviour and encouraging good conduct in school. If a detention is to be held after school, at least 24 hours' notice should be provided to the student and his/her parents. If the planned detention is not convenient for the family, a mutually agreeable time should be discussed. Detentions at Lunchtime are not encouraged. If it is necessary to hold a detention during lunchtime, this should not prevent a child from eating lunch/purchasing lunch (where hot lunches might be available). Therefore, lunchtime detentions should not remove the opportunity for a student to eat comfortably and safely and should still allow for sufficient time to enjoy some "downtime"

before afternoon school commences. A lunchtime detention should therefore be no longer than 15 minutes. If the misdemeanour requires longer detentions, after school sessions should be arranged (with adherence to the notice-period).

#### 5.5 Other Sanctions

The Headmaster may prescribe and authorise the use of such other sanctions as comply with good education practice and which promote observance of the School's Behaviour Policy and compliance with the School Rules. See Appendix 3 for details of the School's policy on sanctions.

Corporal punishment is illegal and is not used under any circumstances in Our Lady of Sion Senior and Junior Schools.

5.6 The School will make reasonable adjustments for managing behaviour which is related to a pupil's special educational need or disability. Staff should consider, when using sanctions, whether an apparent behaviour difficulty is in fact a manifestation of unidentified learning difficulties or other type of special educational need. Where expulsion needs to be considered, the School will ensure that a pupil with a disability or special educational needs is able to present their case fully where their disability or special educational needs might hinder this. Any religious requirements affecting the pupil will also be considered.

5.7 Where behavioural issues give cause to suggest that a child is suffering or is likely to suffer significant harm, the School's safeguarding procedures will be followed.

### 6 Malicious allegations against staff

6.1 Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Headmaster will consider whether to take disciplinary action in accordance with this policy.

6.2 Where a parent has made a deliberately invented or malicious allegation the Headmaster will consider whether to require that parent to withdraw their child or children from the school on the basis that they have treated the School or a member of staff unreasonably.

6.3 The School will consider an allegation to be malicious where there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.

### 7 Use of reasonable force and searching

7.1 Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force will be used in accordance with the DfE guidance *Use of reasonable force* and only when immediately necessary and for the minimum time necessary to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property, including their own
- engaging in any behaviour prejudicial to good order and discipline at the School or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere

7.2 In these circumstances, force will be used for two main purposes: to control pupils or to restrain them. Reasonable force may be used, for example, to restrain a pupil at risk of harming themselves or another individual or to prevent a pupil leaving a classroom where allowing him / her to do so would risk his / her safety or lead to behaviour that disrupts the behaviour of others.

- 7.3 In deciding whether reasonable force is required, the needs of individual pupils will be considered and reasonable adjustments will be made for pupils with special educational needs or disabilities.
- 7.4 Where reasonable force is used by a member of staff, this is recorded in writing and the Deputy Headmaster/Senior Teacher (JS) will be informed of the incident. The pupil's parents will always be informed about serious incidents involving the use of force. In the EYFS setting, the pupil's parents will be informed about any use of reasonable force on the day of the incident or as soon as reasonably practicable.
- 7.5 Please see the School's separate policy on searching and confiscation for details of the School's powers to search pupils and their property and the circumstances in which reasonable force may be used.

## **8 Records**

- 8.1 Administration of major punishments are recorded in the digital Serious Misbehaviour Register via CPOMS, with the name of the pupil concerned, the reason for the punishment including relevant dates, and the name of the person administering the punishment. The digital Serious Misbehaviour Register is reviewed regularly so that patterns in behaviour can be identified and managed appropriately.

Definition of Serious Misbehaviour for which a record will be made in the Behaviour and Sanctions Register:

- Supply/possession/use of certain drugs and solvents or their paraphernalia or substances intended to resemble them, and alcohol and tobacco.
- Theft, blackmail, physical violence, intimidation, racism and persistent bullying.
- Misconduct of a sexual nature; supply and possession of pornography.
- Possession or use of firearms or other weapons.
- Vandalism and computer hacking.
- Persistent attitudes or behaviour which are inconsistent with the School's ethos.
- Other serious misconduct which affects the welfare of a member of the school community or which brings the school into disrepute (single or repeated episodes) on or off school premises.
- Persistent failure to follow instructions given by a member/members of staff and thus affecting the safety of that individual and other students/staff within the school.
- Use of the internet to undermine individuals or to negatively impact the reputation of the school.

When students make the transition to the Senior School from our Junior School or any other feeder school, the DSL will ensure that any behavioural issues are discussed with the appropriate member of staff from that school in order that the child can be supported and mentored appropriately when he/she arrives. It is important that children recognise that the transition to a new school provides them with a new start and therefore the DSL will use this information for monitoring in the first instance although if sharing it with relevant staff is in the best interest of the child, this will occur. Where staff need to plan to prevent behavioural issues arising in lessons, sharing of information is vital in aiding this. Students with behavioural concerns who are moving to the Senior School from Our Lady of Sion Junior School will be well-known to the DSL as weekly meetings with the Junior School DSL occur and pastoral issues are discussed. Any sharing of records should be treated with care and in confidence and with the understanding that the sharing of information enables the next pastoral team to effectively support the individual child.

## **9 Review**

- 9.1 Parents are entitled to ask for a Governors' Review of a decision to expel or require the removal of a pupil from the School. See the School's Expulsion, Removal and Review Policy.
- 9.2 There will be no right to a Governors' Review of other sanctions but a pupil who feels aggrieved may ask the Headmaster or Deputy Headmaster/Senior Teacher (JS) to take up his/her concerns with the member of staff who imposed the sanction.

A copy of the School's Complaints Procedure is available on request.

## **Appendix 1      Our Lady of Sion School School Behaviour Protocol**

### **Scope**

This Protocol applies to all pupils, parents and staff at Our Lady of Sion Senior and Junior Schools including EYFS.

### **1.      General Principles**

- 1.1    The guiding principles at Our Lady of Sion School are those of honesty, fair-mindedness, hard work, enjoyment and treating others with proper respect and consideration.
- 1.2    We also attach very great importance to manners, good discipline, service to others and to caring for the School and external environment.
- 1.3    We value both effort and achievement and we encourage every positive contribution that a pupil makes to the life of the School, consistent always with the needs of the school community.
- 1.4    The Principles that make up this School Protocol are addressed to each pupil. Some of them necessarily apply also to parents. Compliance with this Protocol and each new edition of it is a condition of membership of the School. Parents are asked to read through this Protocol with their son or daughter from time to time.
- 1.5    When challenging behaviour occurs, the Headteacher will consult with colleagues to ascertain the possible cause of the misdemeanour. Poor behaviour can be an indicator of something going wrong for that child – bullying, issues at home, involvement in drugs, acute anxiety. When addressing poor behaviour, we endeavour to understand the catalyst behind it where possible and where appropriate.

### **2.      Conduct and Self Respect**

- 2.1    **Commitment:** You represent the School whenever you wear our uniform. We hope you will take a pride in your membership of the School, be our ambassador on all occasions and enjoy your time here. You are expected also to take a pride in your conduct and personal appearance and to show commitment to your academic, sporting and leisure activities and always to do your best.
- 2.2    **Appearance and Dress:** School uniform must be worn during school hours and for other school activities. You must be smartly turned out and in all other respects conform to the School's dress regulations. Shoes should be clean and hair styles must be moderate and tidy. The School rules contain further information on appearance, dress, hair and bodily adornment.
- 2.3    **Honesty:** The school community relies on each pupil being honest and truthful and showing a good example to others. Never cheat, steal or tell lies. If you find, or in some other way come into possession of, money or property that does not belong to you, ensure that it is given back or handed to a member of staff as soon as possible.
- 2.4    **Behaviour Generally:** Your behaviour must be a credit to yourself and to the School, whether at school or in public places such as streets, on public transport or in private coaches and whether in or out of school hours. Always consider the consequences of your words and actions on yourself and on other people. Never do something you feel is wrong.

### **3. Respect for Others**

- 3.1 **Effort and Achievement:** At this School, we look for fulfilment and enjoyment and we are positive in everything we do. We respect and encourage each other as individuals and as members of teams. We also encourage enquiry, hard work, high standards and fair competition. We take pleasure in each other's achievements and we never mock each other's effort or failure. Each pupil has the right and the responsibility to contribute to this ethos.
- 3.2 **Courtesy and Good Manners:** From time-to-time members of staff, parents, visitors to school premises or other pupils may need assistance. Please be ready always to offer help. It is very important that you should, even if to do so causes you inconvenience.
- 3.3 **In the Classroom:** We expect you to make it as easy as possible for everyone to learn and for the teacher to teach. Your books and equipment should be ready for the start of each lesson. Keep the classroom tidy. Above all, be pleasant and helpful at all times.
- 3.4 **Sporting Etiquette:** Whether you are competing or spectating at team events or taking part in some other competitive activity, you are expected to behave with good manners and always to set an example that reflects well on the School. Play to the rules; play hard; play fairly; do your best; enjoy the game and never cheat; be equally gracious in victory as in defeat.
- 3.5 **Bad Language:** The use of bad language is unnecessary, insulting to others and damaging to the person who uses it. For these reasons its use is forbidden and liable to be punished.
- 3.6 **Bullying and Fighting:** Threats, physical attack, name-calling, mocking, harassment, racism, sexism and all forms of victimisation are bullying. Bullying has never been tolerated at this School and will not be excused on grounds of it being part of a game. Bullying is a serious matter which may lead to removal or expulsion. You must not bully others and, if others bully you or you see someone else being bullied, you should inform a member of staff immediately, or your parents.

### **4. Respect for Property and the Environment**

- 4.1 **Vandalism, Graffiti and Litter:** Vandalism and graffiti-writing on school premises and elsewhere are regarded as serious breaches of school discipline. Please report, in confidence, any incident of wilful damage or the deliberate dropping of litter to your Form Tutor/Class teacher. Please take pride in and personal responsibility for your school environment. Proven culprits will be required to pay for any damage.
- 4.2 **Other People's Property:** You must not interfere with other people's property or lockers. If someone has lent property to you, it must normally be returned immediately on request. You must not borrow someone else's property, books, notes or projects without their previous permission. You must be strictly honest with regard to money or property that does not belong to you or that you find. If you are in any doubt, ask a member of staff.
- 4.3 **Accidental Damage to Property:** You must report to a member of staff any damage you cause to property which is not your own. You or your parents may be asked to pay for the damage.

## **Appendix 2      Rewarding good behaviour**

The school operates a comprehensive system of rewards and awards for good behaviour and meritorious achievement of all sorts. This includes House Points, Honours, Credits and Effort badges in the Junior School. Merits leading to Bronze, Silver, Gold, Platinum and Diamond Awards and Headmaster's Awards, in the Senior School. Annual Cups and Shields are also awarded. Staff are encouraged to make regular use of all these means of recognising good behaviour and praiseworthy achievement.

### **Reward System**

Our rewards system reflects our ethos, community and celebration of effort and individual resilience. Our Sion Reward System is one which focuses on intrinsic motivation, encouraging students to achieve their very best and to support their communities because it is personally rewarding, not for an external reward.

The information gathered through the awards will also be used to populate the Celebration Boards that are displayed within the school.

### **Intrinsic Motivation**

This is a reward system that encourages our students to pursue an activity for the pure enjoyment of it – being intrinsically motivated. Their motivations for engaging in various ways arises entirely from within rather than out of a desire to gain some type of external rewards such as prizes, money, or acclaim. However, intrinsically motivated behaviours do come with their own rewards.

These rewards involve creating positive emotions within the individual. Positive emotions and personal drive and motivation can be experienced when people achieve a sense of meaning through participating in community events for instance. There should also be a sense of progress when a student recognises that his/her work is accomplishing something positive or bringing about a new competence through new learning and subsequent development of new skills.

### **The Areas of Recognition**

There are four main areas of recognition:

#### **Academic Effort and Achievement**

Students receive an Academic Effort and Achievement award when they demonstrate outstanding focus and commitment to the task. Facing academic challenges with resilience and drive will also trigger an award. This award focuses on effort rather than the academic grade – however the student should achieve their expected grade or even exceed it. Success in national and international competitions, and independent study and research should also be celebrated with this award

#### **Sion Spirit**

Students receive a Sion Spirit Award when they demonstrate actions that are associated with our school motto (Consideration Always) and our school ethos. A Sion Spirit Award can be awarded by any member of the school staff (teaching and support) and parents can inform the school of their child's actions outside of school and request that their child is considered for this award. If a member of public informs the school about a student's positive actions, the school may choose to make an award in response to this communication.

#### **Community Outreach**

Students receive a Community Outreach Award when they voluntarily give of their time and/or talents to serve others in their community. A Community Outreach Award can be awarded by any member of the school staff (teaching and support) and parents can inform the school of their child's actions outside of school and request that their child is considered for this award. If a member of public informs the school about a student's work within the community, the school may choose to make an award in response to this communication.

## **Leadership**

There are numerous opportunities for students to take on leadership roles in school. Where a student demonstrates outstanding leadership skills and remains committed to his/her area of focus, the school will make an award.

## **Termly Award Ceremonies**

Each term, students with outstanding levels of awards from one or more of the four areas will be invited to attend a "Ceremony of Recognition" with their parents/grandparents. This will be a formal reception where individual achievements will be celebrated by members from the Senior Leadership Team, Key Stage Coordinators, and associated Form Teachers and teaching staff where appropriate and possible. These students will be published on the celebration boards which will be updated each term.

## **Headteacher's Commendation**

Students who achieve outstanding results/attainment in academic work, or display resilience and outstanding effort in class, or serve the school/local community with their time and talents can be nominated for a Headteacher's Commendation. These are awarded by the Headteacher in person.

## **Junior School**

1. Pupils from Year 6 are selected by staff to be House Captains/ Vice-Captains at the beginning of the autumn term. Selection is based on a pupil's behaviour and general demeanour throughout his/her time in school.
2. Year 6 pupils may volunteer for Monitor duties, which are allocated by Form teachers, in consultation with the Deputy Headmaster/Senior Teacher (JS). They are with EYFS/KS1 pupils before school and during wet breaks or lunchtimes. They also help in the Nursery and assist PE, music and library staff. All of these pupils wear a House Captain/Vice-Captain or Monitor badge and are expected to set a good example to the rest of the School.
3. The Doherty Cup for School Spirit is presented to a Year 6 pupil at the final Assembly of the summer term. Staff draw up a short-list for this award in a secret ballot to vote for the one who, in their opinion, epitomises the Sion spirit.
4. House points are awarded at teachers' discretion for helpfulness, effort, good work and behaviour. They can also be earned at Sports' Day, inter-House matches and swimming galas.
5. House points are collated by Staff and the House Cup is presented to the Captain of the winning House at the final Assembly of each term.
6. In addition, certificates are presented to the 3 pupils with most House points in each Form.
7. Pupils with full attendance are also awarded a certificate at the final Assembly of the summer term.
8. Junior School Awards at the end of Autumn and Summer Term
  - Honours badges and certificates are awarded to pupils in Years 5 & 6 who have excelled in all academic areas.
  - Credit badges and certificates are awarded to those who have made good progress in all academic subjects in Year 5 & 6.

- Effort Badges and certificates are awarded to pupils to in Years 5 and 6 who have shown exemplary effort.
- Headmaster Commendations
- Postcards sent to pupils

### **Senior School**

1. House Merits will be awarded to students for good work or for making a positive contribution in any area of school life. In addition, an Effort & Achievement Record Slip which is equivalent to three ordinary house merits, may be awarded directly by any staff for “outstanding” performance.
2. The Form Teacher will count the merits gained by each pupil and fill them in on the Rewards Summary Sheet.
3. Students will work towards *Bronze, Silver, Gold, Platinum, Diamond* Certificates, and the Headmaster’s Award. The certificates are awarded for attaining 25, 50, 75, 100, 150 merits and the Headmaster’s Award for 200 merits. These are awarded at the end of term or year assembly.
4. Certificates are signed by the Headmaster and normally distributed in Year Group Chapel Assemblies. Headmaster’s Awards are presented during the end of term Full School Assemblies. When a student achieves one of these certificates, the School Secretary will input this information into SIMS to ensure that the achievement is recorded centrally and can be referred to when communicating with parents and students.
5. Termly ‘Honours’, ‘Credits’ and ‘Form Spirit’ awards are made on the basis of academic achievement and contribution to school life and are awarded at the end of term assemblies.

## **Appendix 3            Sanctions**

In addition to the sanctions set out in the main policy above, the Headmaster may prescribe and authorise the use of such other sanctions as comply with good education practice and tend to promote observance of the School Protocol and compliance with the School Rules. Examples are set out below.

### **Junior School**

#### **1.     In Lessons**

- 1.1    The normal sanction for poor behaviour in lessons is to be kept in at break or lunchtime.
- 1.2    In extreme cases, a report will be set up by the Deputy Headmaster/Senior Teacher (JS), following consultation with parents.

#### **2.     Outside Lessons**

- 2.1    Poor behaviour in or out of lessons, not specifically work-related, will be dealt with on the spot, if possible. The usual sanction for minor breaches of playground discipline is 'time out', where the pupil stands aside for 5 minutes. Fighting of any description should result in the offenders being sent immediately to the Deputy Headmaster/Senior Teacher (JS)

### **Senior School**

Behavioural concerns are recorded using a B system (B1 to B5). B1 and B2 sanctions are dealt with by the teacher involved. The Key Stage Coordinator deals with B3 sanctions, Deputy Headmaster with B4 sanctions and Headmaster with B5 sanctions.

Students may expect sanctions for infringements in any of the following three areas:

Work & Progress; Behaviour & Conduct; Uniform & Appearance.

Infringements will be addressed through the consistent implications of the Behavioural (B) System. This system aims to ensure that poor behaviour by students is addressed fairly and consistently. It is a stepped system which provides the student with the opportunity to change behaviour at the outset. If the student chooses not to do this, then the system provides staff members with a clear process to follow.

It will also inform Middle Managers (and the Leadership Team when appropriate) and strengthen our monitoring of students. Ultimately it exists to ensure that student behaviour is conducive to a positive learning environment. When this fails, this system will help the student to make the necessary improvements to achieve this.

Code	Description	Further Information	Associated Action
<b>B1</b>	<p>Use a B1 for any behaviour that momentarily stops the flow of your teaching or the learning of students. However, many situations that arise just need a gentle reminder, "concentrate please", "please don't talk when I am", "I need your full attention please..."</p> <p>Do not use a B1 for those little things that can happen in lessons - or the environment becomes overly negative.</p> <p>Use it when you really sense the student needs to understand that the formal B System is now starting. A "B1" is a verbal warning from the Teacher. The teacher highlights</p>	<p>Very briefly explain to the student why you are not pleased with the current behaviour and ask them to rectify this immediately. This should be explained in a calm and precise manner and the student is expected to respond quickly and respectfully and with a clear understanding.</p>	<p>Further action is not needed. However, if the student does not make immediate improvements to behaviour within the same lesson, move onto B2</p>

The teacher highlights the behaviour that concerns him/her and informs the student that they are being given a "B1" warning. This enables the student to re-focus and ensure that their behaviour is corrected immediately.

<p><b>B2</b></p>	<p>Apply Sanction .</p> <p>The sanction is decided by the teacher. It could be a short detention or a break-time/ lunchtime detention. The point of the sanction is to ensure that the student understands what went wrong so that they can ensure that the same poor behaviour is not repeated</p>	<p>If after issuing a verbal "B1", behaviour has not improved or has escalated during the same lesson, issue the student with a B2. The student needs to be briefly informed of why you are moving to a B2 and informed of the sanction (this can be shared at the end of the lesson so that the flow of learning is not affected) .</p>	<p>The sanction is to be decided by the teacher.</p> <p>The point of the sanction is to ensure that the student understands what went wrong so that they can ensure that the same poor behaviour is not repeated.</p> <p>Make a B2 entry in CPOMS and include FT in this entry.</p> <p>If the Teacher believes that parents should know about the poor behaviour, they should inform parents too, although this is not essential in every case. The teacher should use his/her professional judgement here.</p>
<p><b>B3</b></p>	<p>Key Stage Coordinator Is informed</p>	<p>If (during the same lesson) you have issued a B1 and a B2 and seen no improvement in behaviour, please issue a B3.</p> <p>Inform the student that you are issuing a B3 to their Key Stage Coordinator and that the Key Stage Coordinator will be asking him/her to attend a formal meeting.</p> <p>NB You can jump straight to B3 if you believe that the behaviour you have witnessed needs this response.</p>	<p>Complete the very simple B3 form and place in the correct Key Stage box (Staff Room). The KS Coordinator will respond to the B3 in one or more of the following ways:</p> <ul style="list-style-type: none"> <li>• Meeting with the student (and the teacher where necessary)</li> <li>• Apply a sanction</li> <li>• Inform parents / HOF/ Subject Leader for monitoring</li> <li>• Forward the B3 form to the DHM for recording on the Pastoral Register.</li> </ul>

The Deputy Headmaster and appropriate members of the Pastoral Group will, in all cases, communicate regarding sanctions issued that are more serious than B1 and these are recorded on CPOMS. Parents are contacted when deemed necessary by the Deputy Headmaster.

No unacceptable, excessive or idiosyncratic punishments should be used including any punishment intended to cause pain, anxiety, humiliation, corporal punishment, deprivation of access to food or drink, enforcing eating or drinking, prevention of contact with parents/independent listener or helpline or a requirement to wear distinctive clothing as a punishment.

#### **Appendix 4 Behaviour and Discipline during COVID 19 Pandemic**

Students need to maintain excellent behaviour in school and this will be more challenging due to restricted movement around schools, expectation of social-distancing and staggered exits from school at the end of the day.

It is likely that adverse experiences or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour. Form Tutors, pastoral staff, subject/class teachers and the Senior Leadership Team will all work with those pupils who may struggle to re-engage in school and are at risk of being absent or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life. This will be achieved through:

- Regular review of attendance data
- Monitoring of assessment data
- Regular updates around behaviour in class and around school
- Monitoring of CPOM entries
- Review at DSL/Tutor/Key Stage Coordinator meetings

We acknowledge that some pupils will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. This may lead to an increase in social, emotional and mental health concerns and some children, particularly vulnerable groups such as children with a social worker, previously looked-after children who left care through adoption or special guardianship, and young carers, will need additional support and access to services such as educational psychologists, social workers and counsellors. Additionally, provision for children who have SEND may have been disrupted during partial school closure and there may be an impact on their behaviour. We shall work with local services (such as health and the local authority) to ensure the services and support are in place for a smooth return to schools for pupils and ongoing support throughout the academic year and any subsequent lockdowns.

The disciplinary powers that schools currently have, including exclusion, remain in place. Permanent exclusion should only be used as a last resort. Where a child with a social worker is at risk of exclusion, their social worker should be informed and involved in relevant conversations.

Any disciplinary exclusion of a pupil, even for short periods of time, must be consistent with the relevant legislation/guidance and in keeping with this policy. Elective home education should always be a positive choice taken by parents without pressure from their school.

Transparent and timely communication with students and their parents is vital in ensuring that poor choices/behaviour are addressed quickly and effectively. Poor behaviour may be the result of increased anxiety around academic progress/risk to health/anxiety about family-members or recent bereavements. Some young people will react negatively to lock-down and will be experiencing an element of PTSD whereas others will have found lockdown to have been a positive experience and the return to school is therefore challenging. Vigilance around attitudes/behaviours/non-verbal expressions and more candid expressions will be instrumental in meeting the pastoral needs to young people during the pandemic and also managing behaviours and preventing negative behaviours within this challenging and unsettling time.

## **Appendix 5 Responding to Everyone's Invited and Ofsted Review and Report June 2021**

The school is working with students, staff and parents to ensure that the culture within the school community is positive and respectful.

We have communicated to students and parents that there is zero tolerance for disrespect, bullying, peer-on-peer abuse and sexual harassment and sexual violence.

Our What Matters programme emphasises this further and provides regular opportunities for young people to share with school staff verbally, in writing or anonymously through the What Matters "button" on the learning platform.

Schools and colleges not recognising, acknowledging, or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Reports of sexual violence and sexual harassment are likely to be complex, requiring difficult professional decisions to be made, often quickly and under pressure.

Creating a culture and ethos of respect, tolerance, acceptance and diversity makes it easier for pupils to call out incidents and harder for anyone to get away with sexist or inappropriate sexual behaviour.

'Lower-level' incidents are far more frequent than severe incidents, and can underpin the problematic 'normalised' culture Ofsted refers to in its [review](#).

We will always encourage our pupils to call out and report anything that makes them uncomfortable, no matter how 'small' they think it is.

### **Pupils must know that we will:**

- Take their safety and wellbeing seriously
- Listen to them
- Act on their concerns
- Not tolerate or accept abuse

### **There is protection within a 'zero-tolerance' approach. Reporting incidents benefits everyone, including:**

- The victim(s): by stopping the problem and getting the help and support they need
- Other people: by preventing it happening to someone else
- The alleged perpetrator(s): catching problematic behaviour early can help them avoid criminal offences later in life

### **Unacceptable Behaviours:**

Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);

- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- up skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

**Sexual violence** means rape, assault by penetration, or sexual assault (intentional sexual touching).

**Sexual harassment** means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting.

**Responding to Unacceptable Behaviours:**

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

**Zero Tolerance Approach to Unacceptable Behaviours:**

If pupils think that any sexually inappropriate behaviour will **only** be punished severely, e.g. with exclusion, they may not report 'lower-level' incidents because they will be worried about getting their peers in trouble.

Our Lady of Sion School's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

We will not tolerate these behaviours, and yet, we will support and listen to all of the pupils involved. Alleged perpetrator(s) will be offered support so that they can change their behaviour.

Different sanctions will be appropriate for different 'levels' of sexual harassment and sexist comments.

We cannot confirm concrete sanctions which will be used for specific behaviours, as context will impact how we address each incident.

### **Sanctions which we will consider using:**

- After all incidents we will involve parents.
- Only after serious incidents, the police will be contacted.

### **Our List of Sanctions available:**

- A verbal warning
- Keeping the pupil behind after class to apologise to their peer
- A letter or phone call to parents
- Detention
- A period of internal exclusion (length dependent on incident)
- Fixed-term (length dependent on incident) or permanent exclusion

### **Deciding Which Sanction to Apply:**

The response to each incident should be proportionate. For example, a 'lower-level' incident such as a sexist comment, will be addressed through education, our curriculum and the way our school promotes respect.

We will also balance the importance of safeguarding other pupils with the need to support, educate and protect the alleged perpetrator(s).

### **In all cases, we shall consider:**

- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the alleged incident(s)
- How to balance the sanction alongside education and safeguarding support (if necessary, these should take place at the same time)

This is set out in paragraph 464 of [KCSIE](#) (2021).

We will use exclusion from school only in the most severe cases, for example if the police recommend that we exclude a pupil after an incident of sexual assault.

If this happens and we decide to keep the pupil in school, we will need mitigations in place to protect other pupils, such as keeping that child in isolation.

We will always listen to the victim(s) and ensure that their wishes will inform our response, but we will always make the final decision.

### **We are prepared to act, no matter how small the incident**

Calling out behaviour as it happens will help all pupils understand what is and isn't OK.

If the incident is very 'low level' – for example, a pupil making a comment that staff have reason to believe they don't fully understand – it may be appropriate to explain why it wasn't OK and ask the pupil to apologise to the victim on the spot.

If they **apologise**, make sure staff keep an eye out for any recurrence from that particular pupil.

If they **refuse**, escalate the incident to a more serious sanction.

We will not file an incident away, no matter how 'low-level'.

We will let parents know what their child has said or done and explain that we would like them to talk about it as a family.

- Get the parents on board in condemning the behaviour
- Start an important conversation between the pupil and their parents about acceptable and unacceptable sexual behaviour
- Work towards a solution together

This can just be a quick phone call, but it's important that it happens **immediately** and **every time** staff have concerns about their child's behaviour.

The multi-agency safeguarding partners including local authority children's social care should have a comprehensive range of effective, evidence-based services in place to address assessed needs early. For more complex needs, or where there are child protection concerns a referral to children's social care should be made.

The police will be important partners where a crime might have been committed. Where a report of rape, assault by penetration or sexual assault is made, the starting principle is that this should be referred on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice approach in these cases.

Referrals to the police will often be a natural progression of making a referral to children's social care.

The designated safeguarding lead (or a deputy) should lead the school's response and should be aware of the local process for referrals to children's social care and making referrals to the police.

**Related documents:**

Expulsion, Removal & Review Policy

Serious Misbehaviour Register

Complaints Policy

Safeguarding Policy

**Authorised by Chair of Governors**

**Signed copy held by Clerk to Governors 11 June 2018**