

Saint John Bosco College Behaviour for Learning Policy



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Rationale

In line with the values expressed in our mission statement we aim to provide a happy and safe place of learning in which everyone can realise their potential and feels loved and valued.

Our school rules are expressed simply as RUAH:

Respect: We do everything with **respect** for ourselves and others and our community

Understanding: We **understand** our differences and needs; we consider these in how we behave. We value the power of understanding and knowledge.

Affection: We treat each other with **affection** showing our care for those around us, our community and world

Humour: We approach each other with good **humour**; kindness and gentleness – treating others how we would want to be treated ourselves.

These are outlined in more detail below:

RESPECT

- We respect everyone's right to learn and do well; we don't distract or disturb our own learning or that of others.
- We respect everyone's right to speak and listen to each other
- We respect each other's right to focus on education: mobile phones and other personal electronic devices should not be seen or heard in school
- We are all equal and part of the school community; we show this through wearing our school uniform correctly and with pride. We remember that we represent the school at all times including when travelling to and from school.

UNDERSTANDING

- We understand that we all have a responsibility to create a safe and calm environment for each other: we move purposefully and calmly around the school and treat the building and its environment with consideration. We respect other's personal space and do not 'play-fight.'
- We understand that our focus is learning and education
- We understand that we achieve our best when we work together: Governors-Teachers-Students and Parents.

AFFECTION

- We treat each other as we would like to be treated: we speak politely, with kindness and care
- We are helpful and thoughtful to everyone we encounter
- We show our affection and respect for each other by what we say and what we do.
- We remember that every person is valuable and special and so we treat others with tolerance and patience; we do not tolerate bullying or unkindness.

HUMOUR

- We are positive and optimistic; we learn from mistakes and difficulties and learn how to be resilient and confident.
- We always remember that lesson time is learning time: we never stop others from learning and from feeling safe and happy in school
- We work on managing our emotions and always consider how we make those around us feel.

Our behaviour policy reflects Don Bosco's Preventive System in the way in which we, in a Salesian school, aim to walk alongside the young people in our care, providing them with firm but gentle correction when they make mistakes or poor choices, but also taking every opportunity to praise and reward them when they do well.

Rewards

Staff are encouraged to reward outstanding examples of good academic work or citizenship by signing pupils' green cards. A completed green card gains house points and is entered into the weekly prize draw. The green cards are tracked by the school and cumulative additional rewards and letters home are sent when students reach 20 (bronze award) 50 (silver) 75 (gold) and 100 (platinum) Other rewards include nominations for 'Headteacher's student of the week', achievement and house points, rewards trips, praise in public (PIP) and commendation postcards.

Uniform and Appearance

Students should be dressed appropriately, ready to learn, at all times and are expected to take pride in their appearance. Students are expected to maintain high standards of dress and appearance throughout the school day, including their journeys to and from school. Students failing to arrive to school in correct uniform may, at the discretion of the Headteacher be sent home to change into correct uniform.

Please see Appendix E for our uniform policy.

Promotion of values associated with modern-day Britain

The school promotes an understanding and respect for the following institutions which, though not exclusive to the U.K., may be seen as intrinsic 'British Values'.

- Democracy in national and local politics
- The rule of law
- Individual liberty linked to individual responsibility
- Mutual respect
- Tolerance and respect for those of different faiths and beliefs

The school, through the principles of RUAH, will seek to address concerns where such core freedoms are, in anyway, undermined or diminished, to the detriment of others. This will be achieved through:

- creating a safe place for dialogue
- equipping young people with the skills and knowledge to recognize difference
- teaching citizenship
- seeking opportunities throughout the curriculum to identify the spiritual, moral, social and cultural implications of the curriculum.

Promoting British Values is a feature of the school's annual drop down week.

Bullying

Our aim is to reduce and ultimately eliminate incidents of bullying from the school and to help foster an atmosphere of respect, tolerance and acceptance of difference within the school community based on our core values of RUAH.

We address the issue of bullying, in its different forms, by providing a clear framework for preventing bullying in the first place and for dealing effectively with incidents if and when they arise.

Bullying can be defined as any behaviour which is deliberately intended to hurt, intimidate, frighten, harm or exclude. The range and types of bullying which fall under this definition are included in appendix C.

We aim to prevent bullying in the first instance by educating pupils about its impact. Anti-bullying is covered across a range of curriculum areas, assemblies, tutor time, circle time and collapsed curriculum days.

It is the duty of staff to follow up any reports of bullying. Once an incident of bullying is reported it will be dealt with according to the following procedure.

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graph TD; A[Student wishing to report an incident of bullying to them or someone else should speak to an adult (tutor, class teacher, pastoral lead, head of year, SLT, or other member of staff) giving full details and where appropriate providing a written statement. Reports of bullying can also be made to trained peer mentors who will pass it on to staff.] --> B[Staff should listen to the report, take any relevant notes and either investigate it themselves or pass it on to an appropriate colleague to do so. Pupils should expect that staff will deal sensitively with complaints but that staff cannot guarantee that the information given will remain confidential if it is not in the child's best interests for it to remain so. This links to the school's policy on safeguarding and child protection]; B --> C[Staff should feedback with any actions or advice to the student making the report. Parents should also be kept informed. The incident should be logged and noted at the half-termly inclusion meeting for that year group.];
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Student wishing to report an incident of bullying to them or someone else should speak to an adult (tutor, class teacher, pastoral lead, head of year, SLT, or other member of staff) giving full details and where appropriate providing a written statement. Reports of bullying can also be made to trained peer mentors who will pass it on to staff.

Staff should listen to the report, take any relevant notes and either investigate it themselves or pass it on to an appropriate colleague to do so.

Pupils should expect that staff will deal sensitively with complaints but that staff cannot guarantee that the information given will remain confidential if it is not in the child's best interests for it to remain so. This links to the school's policy on safeguarding and child protection

Staff should feedback with any actions or advice to the student making the report. Parents should also be kept informed

The incident should be logged and noted at the half-termly inclusion meeting for that year group.

A clear statement of how students can report incidents of bullying (see appendix D) will be displayed around school for students to see and in the staff handbook.

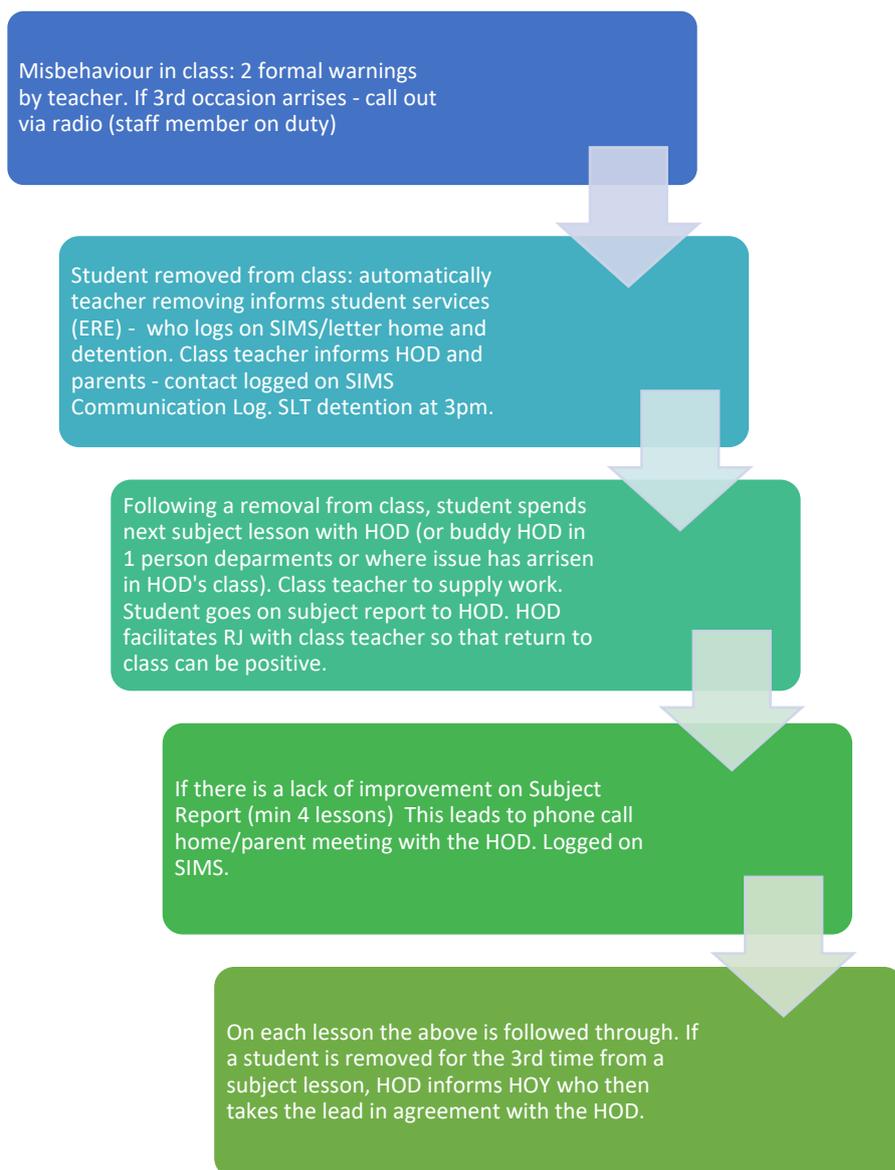
The school aims to deal with all cases of bullying fairly and professionally with the aim of preventing a reoccurrence of the behavior and providing opportunities for restorative justice where appropriate. Where the school's behaviour code has been breached a range of sanctions, up to and including permanent exclusion can be used.

If parents or carers have a concern about bullying they should contact their child's form tutor in the first instance. If this person is not available then the Head of Year or senior member of staff linked to the year group would normally be the point of contact. If they subsequently have a concern about the way that this is dealt with then they can make a complaint to the Headteacher and it will be investigated in line with the school's complaints policy

Dealing with Misbehaviour

We aim to minimise the occurrence of misbehaviour through good teaching, engaging and exciting lessons, effective supervision outside of lesson times and a positive and caring approach to relationships with the students. However it is recognised that on occasion incidents of misbehaviour can occur and it is the duty of staff to act fairly but firmly to ensure students can learn from these incidents and can improve their behaviour for learning.

The following system is in place to deal with misbehaviour in the classroom – enabling staff to quickly focus remaining pupils on the learning and minimise ‘fuss’ and disruption.



In situations where misbehaviour occurs outside the classroom the teacher on duty it will be the responsibility of all staff in the vicinity to deal with the behaviour at the time. Depending on the situation staff will then refer the incident to the student's form tutor, HOY or SLT to apply the appropriate consequence.

In both cases behaviour incidents will be recorded in SIMS (see appendix B for list of categories) and regular reports provided for Form. Tutors/Heads of Year/SLT to monitor and intervene with individuals or groups of students.

Staff may choose from a range of appropriate sanctions ranging from a verbal reminder to exclusion. The purpose of the sanctions, aside from deterrence, is to enable pupils to reflect on their behaviour and make better choices in future.

Internal Exclusions will be approved by a member of SLT following consultation with the relevant Head of Year or Head of Department. A protocol and relevant paperwork is in place to ensure that the system is properly administered. The Pastoral Leads are responsible for organising the programme for students on internal exclusion and the mentoring sessions that accompany it.

All incidents of serious misbehaviour will be followed up with a process of restorative justice (RJ) with the aim of allowing all parties to learn from and move on successfully from these events.

The school will seek to avoid using fixed-term exclusions where possible and use alternatives such as internal exclusion or alternative educational provision to minimise disruption to pupils' learning.

Teaching staff will be trained in the use of RJ. Students identified as giving serious cause for concern will be considered for a Pupil Support Plan (PSP). Details of this can be found in appendix A.

Exclusion from school

Exclusion is the most serious sanction available to the school, and its use must be minimised. The school follows the exclusion guidelines published by Wandsworth Borough Council and uses the standard letters for exclusion which the local authority makes available.

Exclusion is not imposed for truancy, late coming or absenteeism; for lack of equipment or poor quality work.

The purpose of exclusion is to assert the values of the school as an orderly community in which pupils and staff may work safely, free from harassment and disruption. The Head teacher is expected to safeguard the welfare and safety of those who study and work in the school.

The school tries to advise parents, where possible, in person, that their child is to be excluded, and seeks to arrange an interview to discuss the way forward after an exclusion.

The school may exclude for events on the school premises, or events under the supervision of school staff which take place off the premises. It may also exclude for events which take place while pupils are coming to or from school, involving either another pupil or a member of the public. It may also exclude for an event outside school hours which arises out of a connection between two pupils at the school. Exclusion may also occur where the event lies in a communication medium, such as a mobile phone or an internet site.

List A - permanent exclusions

A permanent exclusion may be imposed for:

A single act of dangerous, violent, harmful or reckless behaviour.

Violence, especially where it seems that the perpetrator has planned the violence, or has caused a significant injury, or has behaved in a recklessly dangerous way, or has ignored warnings to desist.

Threats of violence, particularly those which are persistent, or which are intended to subvert the school's discipline policies by intimidation, or which involve calling in a third party, or which are intended to cause fear and anxiety

Persistent expression of racist views, racist actions, or other extreme discriminatory behaviour

Bringing drugs or other banned or toxic substances¹ (see footnote) to school, using them on any school occasion, supplying them to other pupils, or encouraging other pupils to use them.

Bringing a weapon to school, or anything intended to be a weapon

Bringing fireworks to school, or any other potentially dangerous item

Letting off the fire alarm without good cause, or other misuse of fire-fighting or safety equipment

Extreme public misbehaviour, especially when it brings the school into disrepute. Theft, especially when it is openly done, or premeditated

Persistent bullying

Persistent failure to observe acceptable standards of behaviour

Persistent poor behaviour that affects the progress and/or wellbeing of others (usually clear from 3 unsuccessful cycles of the PSP support program but not exclusively linked to this)

List B - fixed-term exclusions

Fixed-term exclusions may be given for:

Disruption of lessons

Refusal to follow instructions or explicit refusal to obey a school rule

Verbal abuse against another person

Disrespectful or insolent behaviour to staff

Racist behaviour or language

Fighting

Failure to attend detentions

Persistent failure to observe acceptable standards of behaviour

And for any action in List A for which a permanent exclusion is not imposed.

In excluding pupils, the school will take account of the following factors before making a decision.

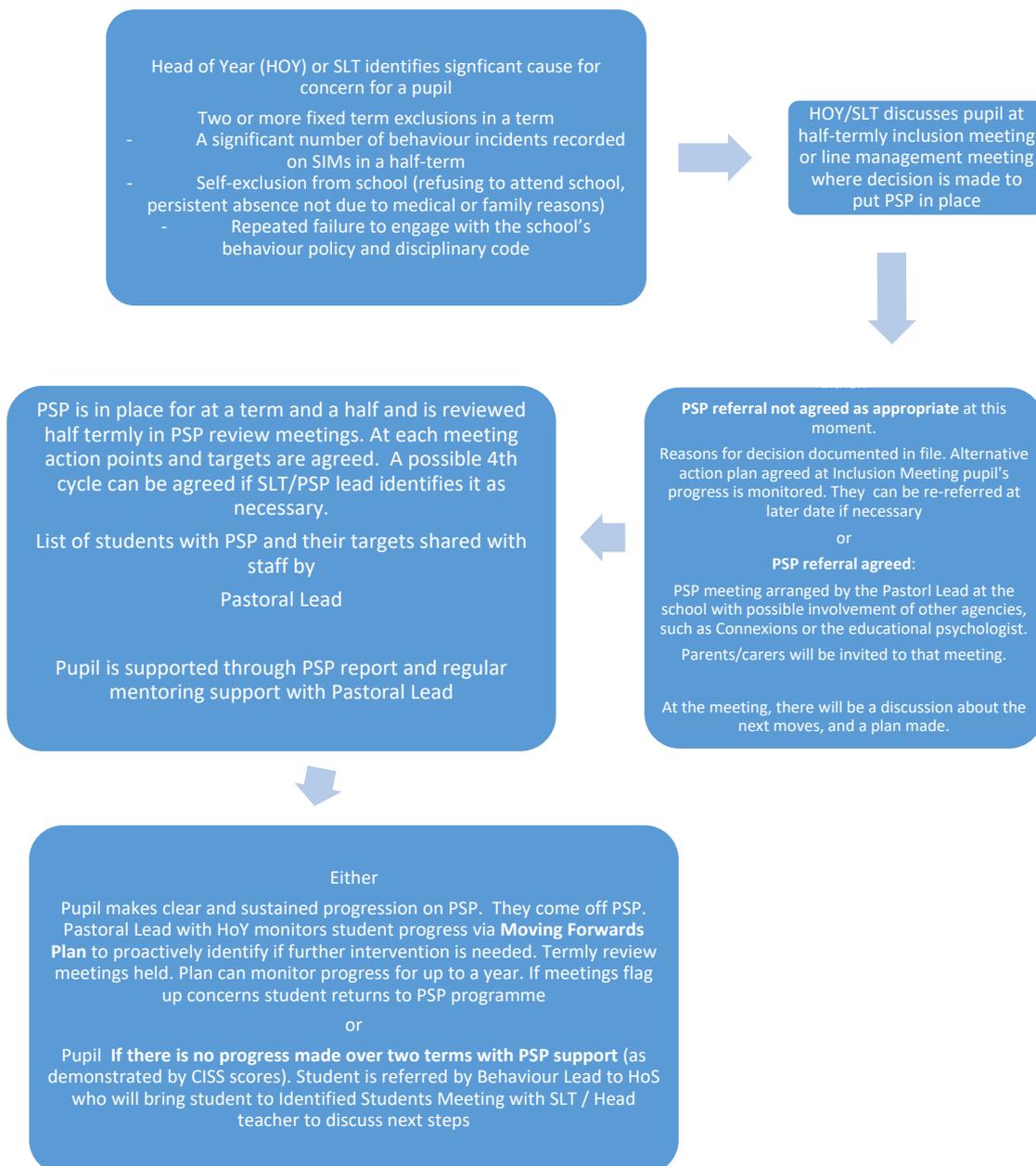
¹ *A list of banned and toxic substances cannot be exhaustive. It will include any substance whose supply or possession is unlawful. Banned substances therefore include all controlled drugs - Class A, B and C drugs - as defined by the Misuse of Drugs Act 1971. Pupils may not bring any alcoholic drink to school. They may not bring any substance whose misuse may be harmful to self or others. Examples of this are: glues, propellants, cleaning fluids and bleaches, methylated spirits and solvents; prescription drugs (unless for their own use and with the consent of parents); mood-changing plants such as magic mushrooms. Pupils may not bring to school, or supply another pupil with, any substance which will affect mood or physical state. In all of these cases, it will aggravate the offence if a pupil induces another to use or ingest a substance without consent or understanding.*

- The possibility of discrimination on the grounds of disability
- The possibility of discrimination on the grounds of ethnicity
- special educational needs
- language fluency
- age and maturity
- other mitigating factors

Exclusion and the right to education

The school will make every effort to provide work during the first five days of an exclusion. This work must be completed and returned to school. After five days, responsibility for the pupils' education falls to the Local Authority who will make arrangements via their Pupil Referral Unit (PRU). The College will liaise to ensure that appropriate work is provided for pupils at the PRU. This placement will meet the requirement for full-time education, and pupils who do not attend will be recorded as absent without authorisation.

Appendix A - PSP Process



Appendix B - SIMS recording codes

Code on SIMS	Issue	Action by:	Action recorded on SIMS and copied to:	Possible Action:
L1	Lack of equipment for lesson	Class teacher		Note in student diary, Detention (break/lunchtime), minor community service task
	Late to class	Class teacher		
	Misbehaviour after warnings	Class teacher		
	Not working properly after warnings	Class teacher		
	Not handing in HW on due date	Class teacher		
	Poor uniform	All staff		
	Other minor disciplinary matter	All staff		
L2a (academic)	Persistent lack of equipment	Class teacher	HOD	Contact with parents (letter, call, email, text), Detention, (break/lunchtime, after-school), Community Service task,
	Persistent lack of work in class	Class teacher	HOD	
	Persistently missing homework deadlines	Class teacher	HOD	
L2b (organisation)	Persistent lateness for class	Class teacher	HOD	Contact with parents (letter, call, email, text), Detention, (break/lunchtime, after-school), Community Service task After school late detention
	Not registering on arrival at school	Pupil services office	Form Tutor/HOY	
	Persistent uniform infringement	All staff	Form Tutor/HOY	
	Not attending teacher-pupil meeting	Class teacher	HOD	
	Late for school	Pupil services office	Form Tutor/HOY	
L3 (behaviour)	Mobile phone in school	All staff	Form Tutor	Contact with parents (letter, call, email, text), Detention, (break/lunchtime, after-school), Community Service task, Sale items confiscated Mobile
	Eating/drinking out of designated area	All staff	Form tutor	
	Breach of health and safety or dangerous behaviour	All staff	Form tutor	
	Selling to other pupils	All staff	Form tutor	
	Truancy from lesson	All staff	Form tutor	

Appendix C – Definitions and types of bullying

“Bullying is any behaviour which is deliberately intended to hurt, intimidate, frighten, harm or exclude”

Wandsworth Anti-Bullying Strategy

“Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally”

DFE Preventing and Tackling Bullying advice

Types of bullying can be:

PHYSICAL: hitting, kicking, punching, taking belongings, any unwanted physical contact

VERBAL: name-calling, racist remarks, homophobic/sexist remarks, saying unpleasant things about people's family and friends

INDIRECT: spreading rumours, leaving someone out, unpleasant gestures

PSYCHOLOGICAL: threatening, intimidating, putting undue pressure on others to conform

CYBER: verbal, indirect and psychological through social media, messaging apps, phone calls, texts and photos

Some students may be vulnerable to being targeted for bullying for example because of:

Race religion, language or culture

Gender (sexual, sexist or transphobic bullying)

Sexual orientation (homophobic bullying)

Special educational needs (SEN)and/or disability

Health or appearance

Home circumstances (young carers, families of prisoners)

Bullying can happen anywhere, e.g.:

On the way to and from school: on public transport, walking to and from the train station or bus stop

In school: in classrooms, in corridors, in the playground

At home via social media, phone calls, texts etc.

Appendix D - Advice to students on reporting incidents of bullying

IF YOU ARE BEING BULLIED TELL SOMEONE:

IN SCHOOL

A friend

A peer mentor

A prefect

A member of teaching staff (e.g. your form tutor, Head of Year, class teacher, Member of SLT)

A member of support staff (e.g. student services, Pastoral Lead)

The School Nurse

The School Chaplain

AT HOME

Your parents

A family member or family friend

A priest/minister/other trusted adult

WHAT YOU CAN EXPECT

All incidents of bullying should be reported as explained above. The member of staff to contact in the first instance is usually your form tutor or pastoral lead but it can be any member of staff that you feel comfortable talking to.

Staff members will listen to reports of bullying, take appropriate notes of the incident and then either deal with the incident themselves or refer it on to the relevant person (Form Tutor/Pastoral Lead/Head of Year). Students should expect that staff will deal sensitively with complaints but that staff cannot guarantee that the information given will remain confidential if it is not in your best interests for it to remain so.

The complaint will be investigated and staff will decide on the appropriate action to take. This will be communicated to the students involved and parents will be informed about the problem.

If it is appropriate the parties involved will take part in a restorative justice meeting under the supervision of a member of staff for the situation to be resolved. Sanctions may be given if a student has broken the school's behaviour code.

All parties involved will be supported and their well-being monitored by their Tutor and Head of Year and Pastoral Lead.

Every attempt will be made to support improved behaviour from students who engage in bullying behaviour. Tutors, Pastoral Leads and Head of Year will monitor their behaviour and ensure that students and parents are clear that serious and/or repeated bullying can lead to internal, fixed term, or even permanent exclusion.

IF YOU SEE BULLYING HAPPENING OR HAVE BEEN TOLD ABOUT IT BY SOMEONE, TELL AN ADULT.



ST JOHN BOSCO COLLEGE

SCHOOL UNIFORM AND EQUIPMENT POLICY

At Saint John Bosco College, uniform is compulsory for all students in Years 7-11 (Years 12 and 13 may wear business dress of their own choice with the exception of the SJBC Sixth Form tie for male students) and we ask for the full co-operation of every parent in the maintenance of high standards in dress and appearance. We believe that attendance at school looking smart, professional and ready to learn is an essential part of our students' success, both now and in the future. As a consequence, any student who attends SJBC not in full school uniform (which includes wearing additional items of clothing or jewellery which are not authorised) will be sent home to change. We also feel that each of our young people has a responsibility to represent the school well and with pride to the outside world and expect them to wear full school dress both on their way to and home from school to the same high standards that we expect when they are in the College building. The key words are smartness and general appropriateness; extremes should be avoided at all times.

The equipment list is compulsory also and should be taken as seriously as the uniform, as a set of required items for each day of our students' school life.

Boys' and Girls' Uniform

Dark blue blazer with embroidered school logo

White button to the neck shirt, not fitted or with darts (long or short sleeved but not $\frac{3}{4}$ length sleeves)

Dark blue jumper embroidered school logo (optional)

Mid grey trousers from supplier (all boys)

Mid grey skirt from supplier (all girls)

Black, smart, sensible shoes capable of being polished (not trainers or pumps, high heels, suede-style or boots- see below)

Black, navy blue or dark grey socks or tights (no sports socks or inner shoe 'sockettes')

School tie

Water-proof, warm winter coat (black or dark blue)

Black or navy blue gloves, hat and scarf

Practical rucksack or black school bag large enough to carry bulky items and be carried comfortably (no ladies' handbags, drawstring bags, shopping bags or very small or otherwise impractical or unsuitable bags)

PE Kit

Polo shirt with school logo

PE jumper with school logo

Navy 'striped' shorts

Sports socks

Trainers

School PE kit bag

Long hair should be tied back in a blue or black clip or band with no hair covering the eyes. No extremes of colour or style are permitted including tram lines. No jewellery should be worn apart from a discreet religious symbol such as a crucifix. No nail varnish or makeup should be worn whatsoever. No visible piercings are allowed (including tongue, lip and nose).

All students should own a dark blue or black warm winter coat, scarf and gloves. They must not come to school in the cold or wet weather wearing only their blazer. Shoes must support the whole foot. Shoes that do not fully grip the upper part of the foot are not suitable. For girls, heels should be flat (no higher than 3 cm). Bows etc are not allowed and toes should not be too pointed. Sling-back shoes, ankle strap shoes, fabric or plastic beach type shoes and black trainers are not acceptable. Ankle or other winter boots (including 'Ugg'-style boots) are not to be worn inside the building. Tights or socks may be worn but not in combination.

Mobile phones and MP3 players are to be kept in students' bags for use on the way to and from school. SJBC is not liable for any loss or damage to such an item while at school. Having a phone or MP3 player visible in the lesson or around the school premises during the school day will result in the confiscation of the item for 10 school days. The item will be placed in a sealed named and dated envelope and placed in the school safe. The student's parent or guardian may collect the item at the end of the 10th day of confiscation.

Equipment

A sturdy waterproof school bag

A pencil case

Pencils (HB and colouring)

Pens (at least 3- either black or blue)

A green pen for peer-marking

Ruler

Eraser

Geometry kit (available at W H Smiths)

Calculator

All students are issued with a Communication Log Book upon arrival at St John Bosco College. The first copy is issued free of charge and is the student's responsibility. Any lost Communication Logs must be replaced at a cost of £2.00.

Reviewed (date) January 2018

A handwritten signature in blue ink that reads "Jane Haggrove J.P." The signature is written in a cursive style with a large initial 'J' and a distinct 'P' at the end.

Signed (Chair of Governors)