

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 Awarding positive behaviour points on SIMs. The points are tracked by the school and cumulative additional rewards and letters home are sent when students reach 50 (bronze award) 200 (silver) 500 (gold) and 1000 (platinum) Other rewards include nominations for 'Headteacher's student of the week', rewards trips/events, praise in public (PIP), and commendation postcards.

Uniform and Appearance

Students should always be dressed appropriately, be ready to learn, 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 foster an atmosphere of respect, tolerance and acceptance of difference within the school community based on our core values of RUAH and therefore reduce and ultimately eliminate incidents of bullying from the school. We aim to deal effectively with any cases of bullying 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, 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.

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 house, 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. This is likely to be one of the pastoral leads in the first instance.

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 the relevant House 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 behaviour 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 House or senior member of staff linked to the Key Stage 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. 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.

Misbehaviour in class: if a teacher feels that normal classroom management strategies such as refocusing a student have not stopped disruptive behaviour then they can call for the person on 'lesson walk' to remove a student who is disrupting learning. This can be done by using a walkie-talkie or by sending a message to the student office.

Student removed from class: pupil collected by one of the pastoral team - who logs on SIMS as a red card.

The student is placed on detention that day. Students removed are expected to meet the teacher after the automatic detention to have an RJ conversation and catch up on work missed.

HOH track the individual red cards within their House and liaise with tutors to follow up with students to discuss their behaviour. Students who are regularly removed from lessons are flagged up at inclusion/HOH meetings and referred to SLT and Pastoral team for further behaviour support and targeted interventions. This may include a student being placed on a behaviour support plan (see appendix A)

HOD monitor red cards in their department and follow up with with individual staff to support them with strategies to manage identified students.

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

All incidents of misbehaviour 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.

Students may be required to spend a period of time in our RUAH reflection room. Decisions on which students this applies to will be approved by a member of SLT following consultation with the relevant Head of House 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 time in 'reflection' or alternative educational provision to minimise disruption to pupils' learning.

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.

Sexism and Harassment

We want everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist comments.

For clarity the following definitions are used:

Sexist comments are those which discriminate based on sex, particularly against women.

Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.

Sexual Harassment includes behaviours such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names, sexual "jokes" or taunting

Sexual Assault includes all non-consensual contact.

All staff and pupils are encouraged to call out and/or report this behaviour. If pupils make these comments, we will:

- Ask them to apologise to anyone the comment was directed at
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence
- Escalate the sanction if the pupil is unable to understand the impact of their actions

We recognise that victims may need additional support and have staff trained to advise of the appropriate options.

Our RSE curriculum will cover what healthy and respectful behaviour towards one another looks like.

Exclusion from school

Exclusion is the most serious sanction available to the school, and its use must be minimised.

Only the head teacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed-period exclusion does not have to be for a continuous period.

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

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.

Aggressive behaviour towards others and/or 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.

- 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.

Coronavirus Update

Whilst the normal operating protocols at school may be different the expectations of pupil behaviour remain the same, where pupil behaviour falls short of these standards the school will apply the above behaviour policy.

In addition to the normal behaviour expectations the school will be implementing protective measures to ensure the safety of all pupils whilst on-site. Pupils will be expected to follow staff direction to:

1. Minimise pupil contact with others displaying symptoms by separating pupils where necessary and ensuring future school attendance is in line with current government guidance.
2. Wash hands at regular intervals.
3. Remain in smaller teaching groups and follow social distancing procedures.

Where pupils fail to adhere to these measures the school will communicate its concerns with parents and retain the right to remove site provision in order to reduce the risk to other pupils.

With the lifting of restrictions and removal of bubbles the above guidance is no longer required. In the event of restrictions recommencing the above update will reapply.

Appendix A - Pastoral support plan

Head of House (HOH) and/or SLT identifies significant cause for concern for a student who is consistently disrupting learning. The evidence for this will come from:

- Regular or a high number of red card removals from class
- High numbers of negative entries on SIMS for disruption to learning

HOH/SLT discusses student at half-termly inclusion meeting or a line management meeting where decision is made whether or not to put PSP in place

PSP is in place for at a term and a half as a maximum. It should be reviewed every four to six weeks or sooner if there is no clear improvement. At each meeting action points and targets are agreed. A possible 4th cycle can be agreed if SLT/Pastoral Lead identifies it as necessary.

List of students with PSP and their targets shared with staff by Pastoral Lead

Student is supported through PSP report and regular mentoring support with Pastoral Lead

Either:

PSP referral not agreed as appropriate at this moment. Reasons for decision documented in file. Alternative action plan agreed at meeting and a student's progress is monitored. They can be re-referred at later date if necessary

or

PSP referral agreed:

BSP meeting arranged by the Senior Pastoral Lead at the school with the student and parents. This is likely to also involve other agencies, such as the behaviour outreach worker from the Pupil Referral Unit (PRU).

Either

Pupil makes clear and sustained progression on PSP. They come off PSP. Pastoral Lead with HoY monitors student progress via **Moving Forward Plan** to proactively identify if further intervention is needed. Termly review meetings held. Plan can monitor progress for up to a year. If meetings flag up concerns student returns to PSP programme

or

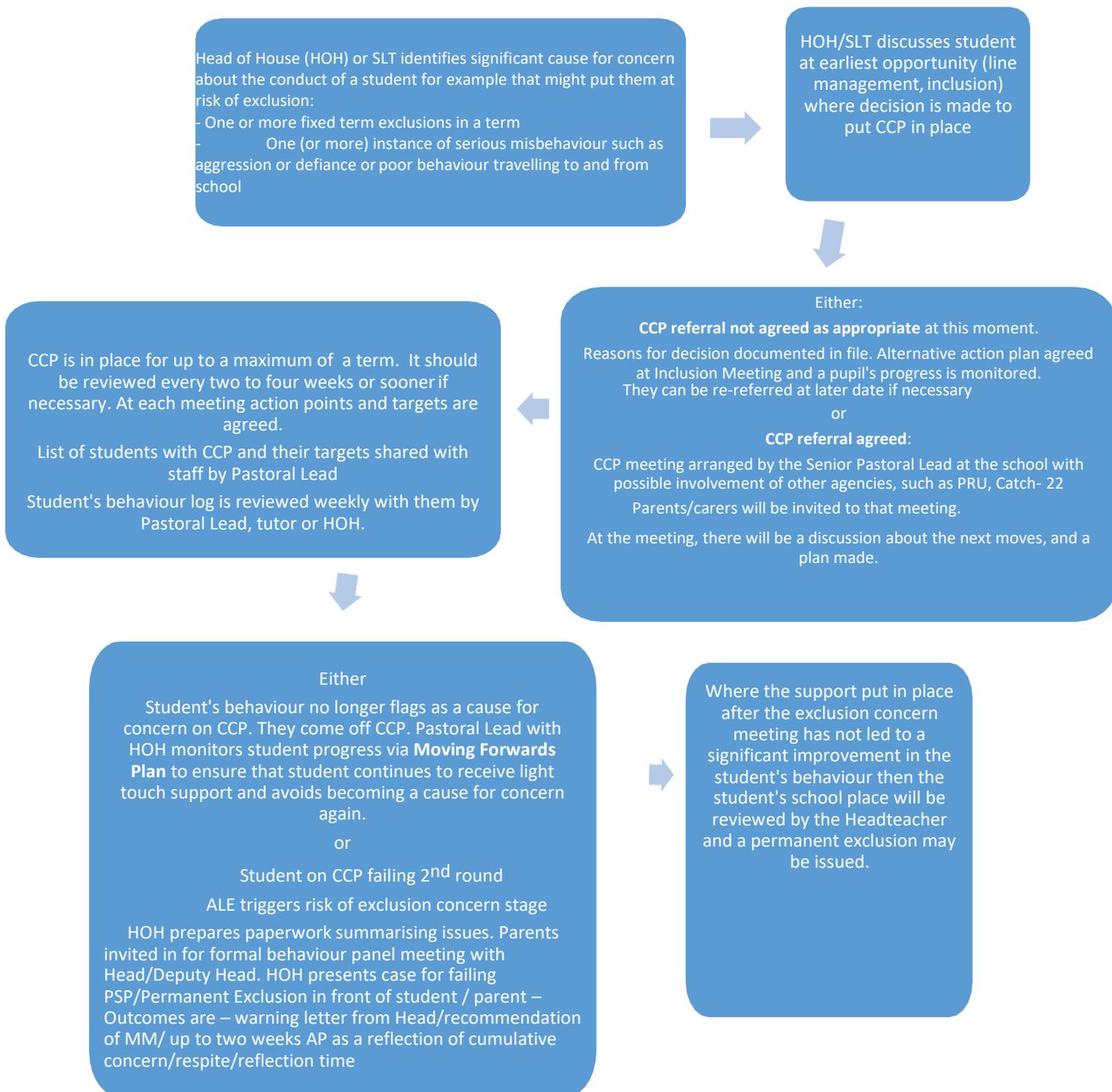
Student on PSP failing 2nd round

ALE triggers risk of exclusion concern stage

HOH prepares paperwork summarising issues. Parents invited in for formal behaviour panel meeting with Head/Deputy Head. HOH presents case for failing PSP/Permanent Exclusion in front of student / parent – Outcomes are – warning letter from Head/recommendation of MM/ up to weeks AP as a reflection of cumulative concern/respite/reflection time

Where the support put in place after the exclusion concern meeting has not led to a significant improvement in the student's behaviour then the student's school place will be reviewed by the Headteacher and a permanent exclusion may be issued.

Appendix B – Cause for concern Plan



Appendix C - SIMS recording codes

R1 RESPECT Commitment: work not completed
R2 RESPECT Commitment: incorrect uniform/lack of equipment
U1 UNDERSTANDING Listening: defiance
U2 UNDERSTANDING Listening: disruption to lesson
A2 AFFECTION Relationships: IN SCHOOL anti-social behaviour
A1 AFFECTION Relationships: OUTSIDE SCHOOL anti-social behaviour
O RACISM/BULLYING/HOMOPHOBIC behaviour
O1 RED CARD (Student services ONLY)
O2 YELLOW CARD (Student services ONLY)
O3 REFLECTION, pastoral leads only
O4 SAVIO only
O5 ALTERNATE PROVISION
O6 DEVEREUX only
O7 Negative Phone Call Home
O8 Mobile Phone confiscated

Appendix D – 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 E - 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.



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 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
- Year 7 – 9 White button to the neck shirt, not fitted or with darts (long or short sleeved but not $\frac{3}{4}$ length sleeves) or white blouse
- Year 10 & 11 Light blue button to the neck shirt, not fitted or with darts (long or short sleeved but not $\frac{3}{4}$ length sleeves) or light blue blouse
- Dark grey jumper embroidered school logo (optional)
- Mid grey trousers or mid grey skirt
- 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 to be worn with to the neck buttoned shirt
- 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. Hair should have no colours added/changed. No extremes of 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. 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

Mobile phones, headphones and other electronic devices are not to be used in school. SJBC is not liable for any loss or damage to such an item while at school. Having a phone, headphones or other device, out on view, whether or not it's being used, on school premises will result in the confiscation of the item. The item will be placed in the school office. Students will need to sit a 30-minute detention with a member of the senior leadership team, at the end of the school day, before the phone, headphones or device is returned.

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

Calculator

Anti-Bullying Policy

Responsibility of: Associate Senior Leaders (split by key stages)

Last reviewed: September 2021

Date ratified by Governors: September 2021

Next review date: September 2022

1. Vision Statement

At Saint John Bosco College our purpose is to fulfil the extraordinary human and spiritual potential of each student. As they grow up, we offer them the opportunity to gain the knowledge and skills necessary to engage creatively in the lifelong task of growing to human and spiritual maturity. The Anti-Bullying Policy forms an important part of the school's work with young people to ensure that they can grow and develop in an environment free from bullying and discrimination of any type.

St John Bosco's philosophy of education can be summarised in three words: Reason, Religion and Kindness. The importance of treating one another in a reasoned and kind way, based on the Gospel values of love and forgiveness, underpins the work that we do at the college and forms the rationale behind the Anti-Bullying Policy. This philosophy can also be expressed as Respect, Understanding, Affection and Humour (RUAH) which provides a model of behaviour for staff and students to strive for and aspire to when working together in school. St John Bosco believed that preventing misbehaviour was key to creating an environment in which children can flourish. This means that staff spend as much time as possible engaging with students in formal and informal settings during the school day ensuring that students receive as much supervision and guidance throughout the day as possible.

Our school is committed to continuous improvement through an ongoing process of self-evaluation and review which informs our strategic and operational development plans. The Anti-Bullying policy is reviewed annually in the light of this process and key elements from the policy are incorporated into our strategic and operational plans.

Our Anti-Bullying Policy forms a part of a related series of school policies such as our Behaviour for Learning Policy, our Equality statement, SEN Policy, Attendance and Complaints Policies.

The promotion of Anti-Bullying is covered across a range of curriculum areas including RE (faith-based bullying and Islamophobia) the Personal Development Programme (equality and diversity, sexual/homophobic bullying) and various in-school workshops (cyberbullying and e-safety).

2. Aims

St John Bosco College's Anti-Bullying Policy aims to:

- give assurance to students, parents and staff that bullying of any kind is taken seriously and the College adopts a zero-tolerance approach to bullying of any kind.
- address the issue of bullying in its different forms and to reduce and ultimately prevent any form of bullying from taking place within the College.
- create an environment where all students feel comfortable reporting incidences of bullying
- provide a protocol for dealing effectively with incidents if and when they arise.
- help foster an atmosphere of respect, tolerance, and difference within the school community

3. What is bullying?

In consultation with staff, students and other stakeholders, including the local authority (Wandsworth) we have agreed upon the following definitions 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

However, in some instances, bullying can be unintentional. Making persistent unkind remarks about someone and deeming it ‘banter’ can have unintended harmful consequences. The College however defines persistent ‘banter’ as a form of bullying and therefore will treat it as such.

Types of bullying can include but is not exclusive to:

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

VERBAL: persistent name-calling and unkind remarks, mocking a person’s appearance, racist remarks, homophobic/sexist remarks, saying unpleasant things about a person’s family and friends

CYBER: using online platforms or social media apps to make hurtful comments, to spread rumors, to instigate arguments or to send images/ videos of someone without their consent with the intention of upsetting them.

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

RACIAL: discriminating against and mocking a person for their or their families’ race, ethnicity, culture, religion or language.

SEXUAL: making comments of a sexual nature, inappropriate touching, pressuring someone to perform sexual acts, sending messages or images of a sexual nature online or via social media apps.

HOMOPHOBIC OR TRANSPHOBIC: discriminating against and mocking someone for their sexuality or gender orientation.

4. Cyber Bullying

Increasingly, when instances of bullying do occur, they tend to take place online via social media and messaging apps. Like traditional forms of bullying there are several types of cyber bullying which include but are not exclusive to:

HARRASSMENT: sending offensive and rude messages, posting upsetting comments, images or videos about or of someone.

DENIGRATION: posting false information about someone that is not true in the form of messages, comments and videos with the intention of humiliating them and spreading false gossip.

FLAMING: using extreme and offensive language and getting into online arguments and fights to cause reactions.

IMPERSONATION: hacking into someone’s social media account in order to post viscous comments to others, setting up a fake social media account or creating an account pretending to be someone with the intention of hurting them and/or others.

By law, you must be at least 13 years of age to use social media apps. The College therefore advises parents to monitor their child’s internet and mobile use carefully for their own safety and wellbeing. Where instances of cyberbullying are reported the College will investigate these thoroughly and follow up robustly.

5. Reporting and Procedures

Secrecy and silence encourage bullying to take place. It is therefore important that students who are being bullied, or others who know about it, speak out. We will not ignore any incident of bullying. Once an incident of bullying is reported it will be dealt with according to the following procedure:

1) Students report the issue of bullying to an adult. The staff member will listen and take appropriate notes of the incident. The student themselves will need to write an incident statement. 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.

2) The staff member must inform a relevant member of staff (form tutor, Pastoral Team, Head of House, subject teachers, a member of SLT) that a problem has occurred. Staff will then decide on the appropriate action to take which must include an interview and statement from those accused of bullying. The Head of House will inform parents of both parties about the problem. If the report has a sexual or racial element, then the Head of House and SLT must be informed immediately.

3) If the target of bullying is in agreement, a mediation meeting between the student affected by bullying and the student bullying should take place, where the student bullying apologises to the student targeted by bullying and a way forward is agreed. This meeting is mediated and supervised by a member of the Pastoral Team or Head of House. This is consistent with the school's wish to encourage 'restorative justice'. Parents of both parties informed that a restorative meeting has taken place.

4) Appropriate sanctions should be applied, and parents informed if staff feel that a breach of the school behaviour policy has occurred and will be decided on by either the Head of House or SLT. These will include warnings, detentions and meeting in school with parents. In very serious or repeated cases of bullying, internal exclusion, fixed-term exclusion, and eventually permanent exclusion, could result. Records will be kept of follow up action and monitoring of incidents.

5) All parties involved will be supported and their well-being monitored by the Pastoral Team, Tutor and Head of Year.

6) Every attempt will be made to support improved behaviour from students who engage in bullying behaviour. Tutor and Head of House 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.

A clear statement of how students can report incidents of bullying will be displayed around school and on the school's intranet for students to see.

Pupils can get further advice on reporting bullying online: www.childline.org.uk or www.ceop.police.uk

6. Roles and Responsibilities

Our policy at SJBC is that everyone has a responsibility to respond appropriately if they believe that bullying is occurring.

- Students

Students should be aware of their role as good citizens in a school with a Salesian, Catholic ethos. They are expected to act as 'good Samaritans' and to support their peers if they believe that bullying is taking place. This means that they should report any incidents (see above) and encourage their peers to do the same.

Students can also apply to take on the role of peer mentor, form captain, house captain or Head Boy and Girl. If they are chosen for these roles then they will receive specialist training from staff in how to support their peers.

- **Bullied Students**

Students who have reported that they are being bullied should expect that staff will continue to monitor the situation over a period of time to ensure that the bullying has stopped. These students may need further support and where appropriate a referral may be made by the Pastoral Team, Form Tutor or Head of House or for the students to receive counselling

- **Bullies**

Students who have engaged in bullying behaviour should also expect that their behaviour is monitored over a period of time to ensure that they have stopped engaging in this type of behaviour. They too may be referred for counselling or support, in the same way as described above if members of staff feel it is appropriate

In very serious or repeated cases of bullying, students, parents and carers should be aware that internal exclusion, fixed-term exclusion, and eventually permanent exclusion, could result.

- **Peer Mentors**

At SJBC we have a peer mentor scheme. Students may wish to tell one of the Peer Mentors that they, or someone else, is being bullied. The Peer Mentors have received training in helping other students with bullying and will have a designated adult as a supervisor to whom they can refer concerns about bullying.

- **Staff**

Staff have a clear responsibility to respond to bullying if they suspect that it is taking place or if it is reported to them. These form part of a staff member's safeguarding responsibilities which can be found in the school's safeguarding policy. Staff members are expected to follow the procedures described above in a sensitive manner. Whilst it is important that staff make appropriate referrals it is the school's view that tackling bullying is everyone's responsibility and staff should make every effort to ensure that they contribute to the follow-up work (investigating incidents, taking statements, liaising with relevant staff) if an incident is reported to them. Staff should also seek to provide opportunities for students to discuss bullying through their work as class teachers, form tutors, Head of House and other roles.

- **Parents and Guardians**

Parents as well as staff and students should know that the College does not tolerate bullying of any kind. If a parent is concerned that their child is being bullied, they should report it to their child's form tutor in the first instance. If a child has reported a case of bullying or been accused of bullying, the parent of that child should be informed by the school of the incident. Where a Head of House or member of SLT has deemed it necessary, parents may be asked to be involved in the solution to the problem as appropriate.

7. Complaints Procedure

Parents should contact their child's tutor in the first instance. If parents are dissatisfied with the response, or you have a serious concern, they can make a formal complaint to the Headteacher either in writing or by telephone, by email or in person by appointment. If parents are dissatisfied with the response of the Headteacher, they may make a formal complaint in writing to the Clerk to the Governors at the school, who will refer it to the Governing Body. If parents are not satisfied with the Governing Body's decision, they may contact the local authority or the Secretary of State for Education at the Department for Education.

Home-School Agreement

Student Name:

	The School will...	Parents/Carers will...	Students will...
Ethos	Provide a high-quality education based on Catholic and Salesian RUAH values In a safe, caring and orderly environment.	Support and value the schools Catholic and Salesian RUAH values as well as respecting the faith of others.	Adhere to and actively promote the school's Salesian values by showing respect , understanding, affection and humour at all times to pupils and staff.
Community	Serve the local community and society through various charitable and community building activities. Maintain positive relationships by working with local individuals and organisations.	Encourage their children to serve the community and support the school in maintaining a positive reputation within the local area.	Ensure that they are representing the school and its Salesian RUAH values at all times including the journey to and from school. Refrain from behaviour that would harm the school's reputation or bring it into disrepute.
Learning	Ensure that the quality of teaching and learning is excellent to enable all students, regardless of ability and background, to reach their full academic potential.	Foster a love of learning at home by showing interest in their child's school work, engaging with their child's home learning and supporting their child's independent learning.	Take responsibility for their learning, do their best in every lesson and respect every child's right to learn by not disrupting it in any way.
Assessment	Regularly and effectively assess students through low stakes testing and termly exams. Provide meaningful feedback to students. Monitor students' progress carefully and inform parents of their child's academic progress through termly reports and annual parents' evenings.	Support their child at home in preparing for these assessments and keep up to date with their academic progress.	Prepare accordingly for all types of assessments. Listen to and act on teacher feedback and always strive to improve on academic performance.
Behaviour	Create a safe and calm atmosphere conducive to learning by having the highest expectations of behaviour grounded in the RUAH values. Maintain these expectations through the fair and consistent use of rewards and sanctions.	Understand and support the school's policies for behaviour and encourage their child to follow them. Understand and accept the school's rewards and sanctions which are designed to promote good behaviour and Catholic values.	Follow the school rules at all times by exemplifying RUAH in and outside of school. Respect others' right to learn and accept sanctions and rewards when given.
Attendance and Punctuality	Maintain a minimum expected standard of 95% attendance. Inform students and parents if attendance drops below this standard and support them in order to improve. Work alongside the Educational Welfare Officer if and when the attendance of a student becomes a cause for concern. Have high expectations for punctuality to school through the appropriate use of rewards and detentions.	Maintain a positive home routine to support their child's attendance and punctuality. Inform the school on the first day of absence and provide a date for their return. In the instance of long-term absence for health reasons, a medical note from a doctor or hospital will be provided. Support the school's rewards and detention system for attendance and punctuality. Only arrange family holidays during official school breaks.	Attend school every day on time. Take responsibility for their own attendance and punctuality by leaving home in a timely fashion and by maintaining a positive home routine. Attend all lessons on time and understand that there are consequences for failing to do so.

Communication	Contact you if ever there is a concern about your child's academic progress, behaviour, well-being or health via telephone, email or Parent Mail. Respond to any complaints raised by parents or students within 5 working days and queries within 2 working days.	Contact the school to make them aware of any problems or concerns that may affect their child's behaviour or well-being. Respond to any contact made by the school in a supportive manner and attend any meetings arranged by the school. Encourage their child to talk about their school life and show an active interest in this.	Inform parents of any events and activities in school such as trip letters, event invites, and educational purchases. Keep parents up to date with what is going on in their school life.
Uniform and Equipment	Inform students and parents of the school's uniform and where to purchase it as well as the necessary equipment and textbooks needed across all subject areas. Check uniform daily to ensure the policy is being adhered to.	Ensure that their child leaves home wearing the correct uniform and comes to school with the necessary equipment for learning. Teach their child the importance of good presentation and organisation.	Follow the school's uniform rules and maintain a smart appearance at all times. Come to school with the correct equipment every day and treat it with care and respect.
Bullying	Take a zero-tolerance approach to bullying. Investigate and follow up any instances of bullying robustly to ensure the safety and happiness of students. Provide a clear anti-bullying policy for students, parents and staff.	Inform the school if they suspect their child is being bullied/is bullying and to support the school and its students to tackle instances of bullying. Be aware of and understand the school's anti-bullying policy.	Treat all humans with respect and kindness and not engage in behaviour that intentionally causes harm or upset to others. Be 'good Samaritans' by reporting any instances of bullying to a member of staff.
E Safety and Mobile Phones	Provide a clear Acceptable Use Agreement for staff and students. Teach students how to be online safely through workshops, assemblies and personal development sessions. Confiscate mobile phones if seen or heard anywhere in the school. Request to take a student's phone when investigating and following up a behaviour incident.	Understand the Students Acceptable Use Agreement of IT and reinforce its importance to their child. Closely monitor their child's use of IT at home including mobile phones, laptops, tablets and live gaming. Ensure that their child, if under the age of 13, is not using social media. Understand that if their child's phone is seen or heard in school, it will be confiscated and returned once their child attends a 30 minute detention. Understand that the school may wish to confiscate their child's phone when investigating and following up an incident.	Adhere to the schools Acceptable Use of IT Agreement. Use websites, messaging services and social media (if over 13) appropriately at home and not cause harm or offense to others through their misuse. Accept that if their mobile phone is seen or heard in school, it will be confiscated and only returned once they attend a 30-minute detention. Understand that the school may confiscate their phone when investigating and following up an incident and hand it over when asked by a member of staff.
Transport	Organise for the 639 and 670 bus routes to drop-off and pick up students at the start and end of the school day. Advise that students should wear helmets, lights and high visibility clothing during the journey to and from school on bike and provide bike racks on site.	Be aware of their child's route to and from school and encourage them to travel safely and swiftly. Ensure that if their child is travelling to and from school on bike, that they are provided with a helmet, working lights and high visibility clothing for their own safety.	To travel to and from school in a safe, calm and well-behaved manner including on public transport. Remember that they are representing the school at all times. Be aware of their surroundings and not inhibit or upset members of the public in any way. Wear a helmet, working lights and high visibility clothing when travelling to and from school by bike.
Co-curricular	Provide an enriching and varied extracurricular programme for students that helps to develop them holistically.	Support the school's extracurricular activities, encourage their children to partake in them, and ensure that their child represents the school at events and sporting fixtures, if selected.	Partake in at least one extracurricular activity. Represent the school with pride by behaving in an exemplary manner.

I have carefully read the Home School agreement, underpinned by RUAH and the teachings of Saint John Bosco, and fully agree to its terms. I understand that if a student/my child/I break the agreement in anyway then the School has the right to follow up accordingly.

Mr Paul Dunne - Headteacher



Parent Signature:

Student Signature:

Date signed:
