

Behaviour for Learning policy



St John
Bosco
College

May 2022

Reviewed Annually (next review Summer 2023)

Signed - Chair of Governors:_____

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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.

The school recognises that the behaviour of an individual impacts directly and indirectly upon the progress and wellbeing of other students.

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 and keeping a sense of optimism about the future.

These are outlined in more detail below:

RESPECT

- We respect everyone's right to learn and do well; we behave in a manner which will impact positively upon our own learning and that of others and the wellbeing of all members of the school community
- We respect everyone's right to speak and listen to each other
- We respect each other's right to focus on education; for this reason, 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 are polite to our fellow students and to everyone we encounter in school and in the community. We resolve any disagreements in a calm manner. We are representing the good name of St John Bosco College at all times, including on our way to and from school, on public transport, walking through the local community, and in shops or parks.

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 property and we do not 'play-fight'
- We understand that our focus is learning and education
- We understand that we are ambassadors for our school when we are in the local community
- 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. Simple acts of kindness can have a profound and positive impact whilst unkind words or actions can cause real harm
- We remember that every person is valuable and special and so we treat other with tolerance and patience; we do not tolerate bullying or unkindness.

HUMOUR

- We are positive and optimistic; we learn from our 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, as adults 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. We expect everyone to take responsibility to restore relationships and be prepared to learn from mistakes when they arise.

Rewards

We recognise the significant role that praise can have as part of our behaviour system. Supporting pupils to achieve, and recognising this, has a significant impact on developing positive pupil behaviours. We believe that praise should be earned, delivered as close to the positive behaviour as possible, and shared directly with pupils and parents.

Staff are encouraged (and recognised themselves) to reward outstanding examples of good academic work or citizenship by awarding positive behaviour points on SIMS.

For every achievement point awarded pupils receive a direct message through Microsoft Teams that evening with a personalised message from the teacher explaining why. The immediacy of this system and the personalisation of recognition ensures praise is systematically built into the culture of the school.

Pupils' achievement points are routinely tracked by the school. Each term, those pupils who have accumulated the highest points, or shown significant progress, will receive recognition certificates to acknowledge their sustained hard work. In addition, we regularly organise reward events for groups of pupils who are currently holding the highest levels of achievement points.

Families

Supportive and engaged families are a crucial element in a child's successful journey through school. We expect that students are supported to arrive at school on time, well presented, and prepared for learning. We ask families to support the ethos of the school, communicate effectively with us and work proactively with us in the best interests of their children. Parents are expected to download the SIMS Engage App and use it to keep up to date with their child's attendance, punctuality, behaviour and progress.

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 on 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 the correct uniform.

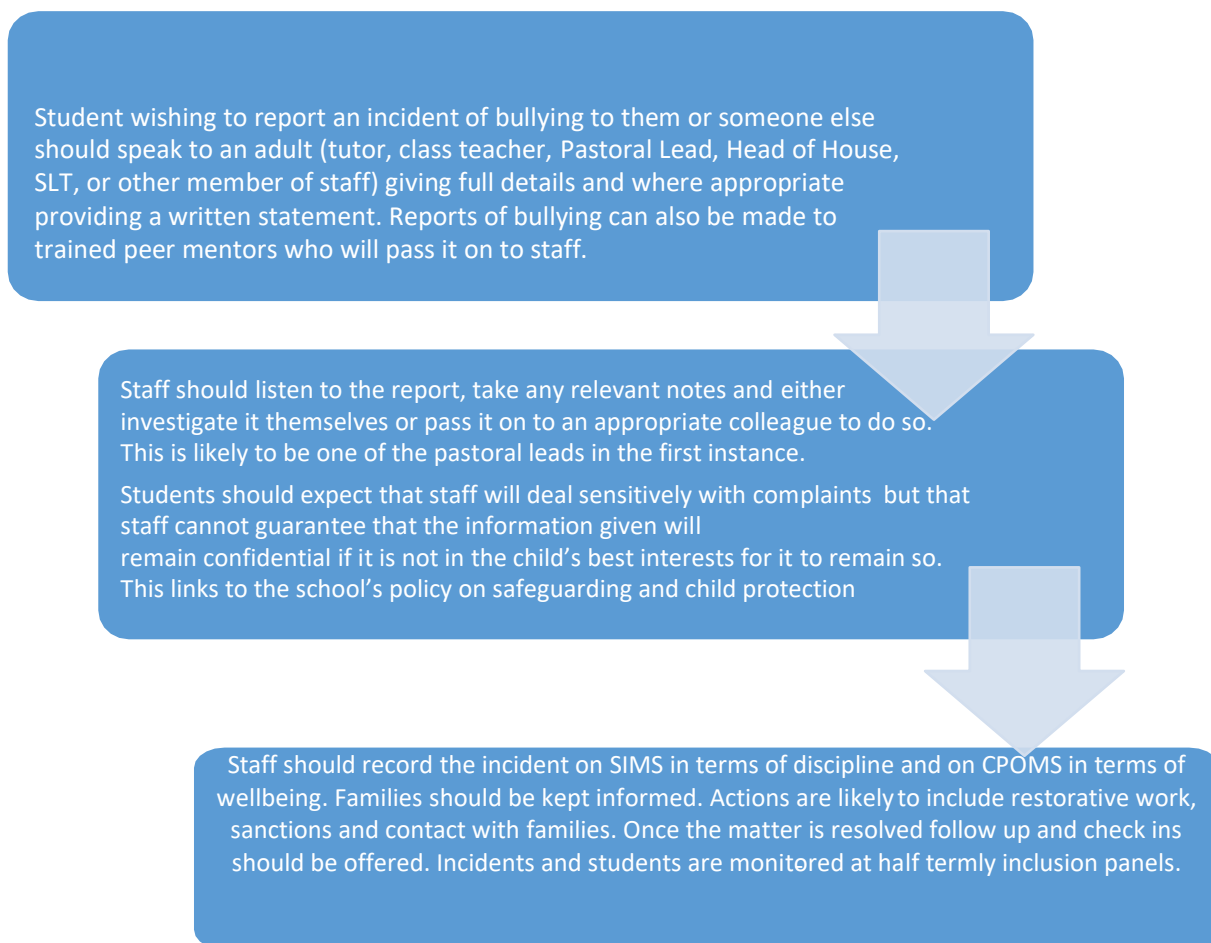
Please see Appendix D for our Uniform Policy.

Bullying

We do not accept bullying at SJBC. See Appendix E for the school's Anti Bullying Policy. We work to create an atmosphere of respect, tolerance, and acceptance of difference within the school community based on our core values of RUAH. We strive 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 E.

We aim to prevent bullying in the first instance by educating students 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.



A clear statement of how students can report incidents of bullying (see Appendix E) will be displayed around school for students to see and in the staff handbook. Students see their form tutors at the beginning of each day and during regular scheduled tutor time. The school employs Pastoral Leads who are readily available for students to seek support from. In addition, the Heads of House play a key role in student wellbeing.

We aim 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 excellent, quality-first 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 school is a supportive and inclusive organisation in which we expect students to take responsibility for their behaviour to avoid any negative impacts upon other members of the community. On the occasions when things do go wrong students are expected to accept the consequence and engage in restorative work.

The following system is in place to deal with misbehaviour in the classroom – enabling staff to quickly focus remaining students 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, or giving a warning, 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, using the help option on SIMS or by sending a message to the student office.

Student removed from class: student is collected by one of the pastoral team who logs on SIMS as a red card. Students in the Reflection Room are expected to produce work and to behave in a reflective manner. The time served in the room will be determined by the reason for the referral, work rate and reflective behaviour.

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 individual staff to support them with strategies to manage identified students. There is a daily behaviour report and patterns are monitored.

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 will choose from a range of sanctions when dealing with misbehaviour depending on the nature of the incident. These can range from a simple verbal reminder all the way up to referral to the Headteacher for exclusion. The purpose of the sanctions, aside from deterrence, is to enable students to reflect on their behaviour, make better choices in future and to minimise any potential negative impacts upon the learning or wellbeing of other members of the school community.

A student 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. Families will be informed by SIMS Engage ('Red Card') should their child be placed in the reflection room. All students placed in the reflection room are expected to complete schoolwork. We aim to keep the duration of any time spent in the reflection room to a minimum with the aim of getting students back into class once they have completed their work and demonstrated that they are ready to return.

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 Pastoral 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. There is no place for intolerance or prejudice in the school community, this clearly includes behaviour on social media. We are mindful of protected characteristics as defined in the Equality Act.

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 students are encouraged to call out and/or report this behaviour. If students 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 student 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 we aim to use this only when it is absolutely necessary to do so.

Only the headteacher can exclude a student and this must be on disciplinary grounds. A student 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 students 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 students are coming to or from school, involving either another student or a member of the public. It may also exclude for an event outside school hours which arises out of a connection between two students at the school.

Exclusion may also occur where the event lies in a communication medium if this impacts upon the wellbeing of any member of the school community, someone linked to the school community, or the reputation of the school. For example, abusive or threatening messages shared via social media.

List A - permanent exclusions

A permanent exclusion may be imposed in response to a serious breach or persistent breaches of the school's behaviour policy; and in circumstances where allowing the student to remain in school would seriously harm the education or welfare of the pupil or others in the school.

For example:

- *Persistent poor behaviour that affects the progress and/or wellbeing of others*
- *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. This includes behaviours and incidents which occur outside school if they impact on the confidence of the school that a student will behave in a manner which is safe for other students or staff. A risk assessment may be appropriate in these circumstances.*
- *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, homophobic or transphobic views or 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 students, or encouraging other students to use them.*
- *Bringing a weapon to school, or anything intended to be a weapon. In addition, where a student is understood to have used, been found in possession of, or threatened others with a weapon they will be subject to a risk assessment and are liable to permanent exclusion if behaviour or attitudes do not give confidence that risks can be satisfactorily managed. The school has a clear responsibility to respond to any behaviours in the community in a manner which gives confidence to students, their families and staff that the school is a safe place. Weapons includes those designed for the purpose (for example a knife) or improvised (a cycle seat post).*
- *Bringing fireworks, or any other potentially dangerous item, into school or discharging fireworks whilst travelling to and from school.*
- *Letting off the fire alarm without good cause, or other misuse of firefighting 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)*

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. Students 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. Students may not bring to school, or supply another student with, any substance which will affect mood or physical state. In all of these cases, it will aggravate the offence if a student induces another to use or ingest a substance without consent or understanding.

List B - fixed-term exclusions

Fixed-term exclusions may be given for:

- Prohibited items
- Disruption of lessons
- Refusal to follow reasonable instructions from staff
- Verbal abuse against another person
- Disrespectful or insolent behaviour to staff
- Racist behaviour or language
- 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.

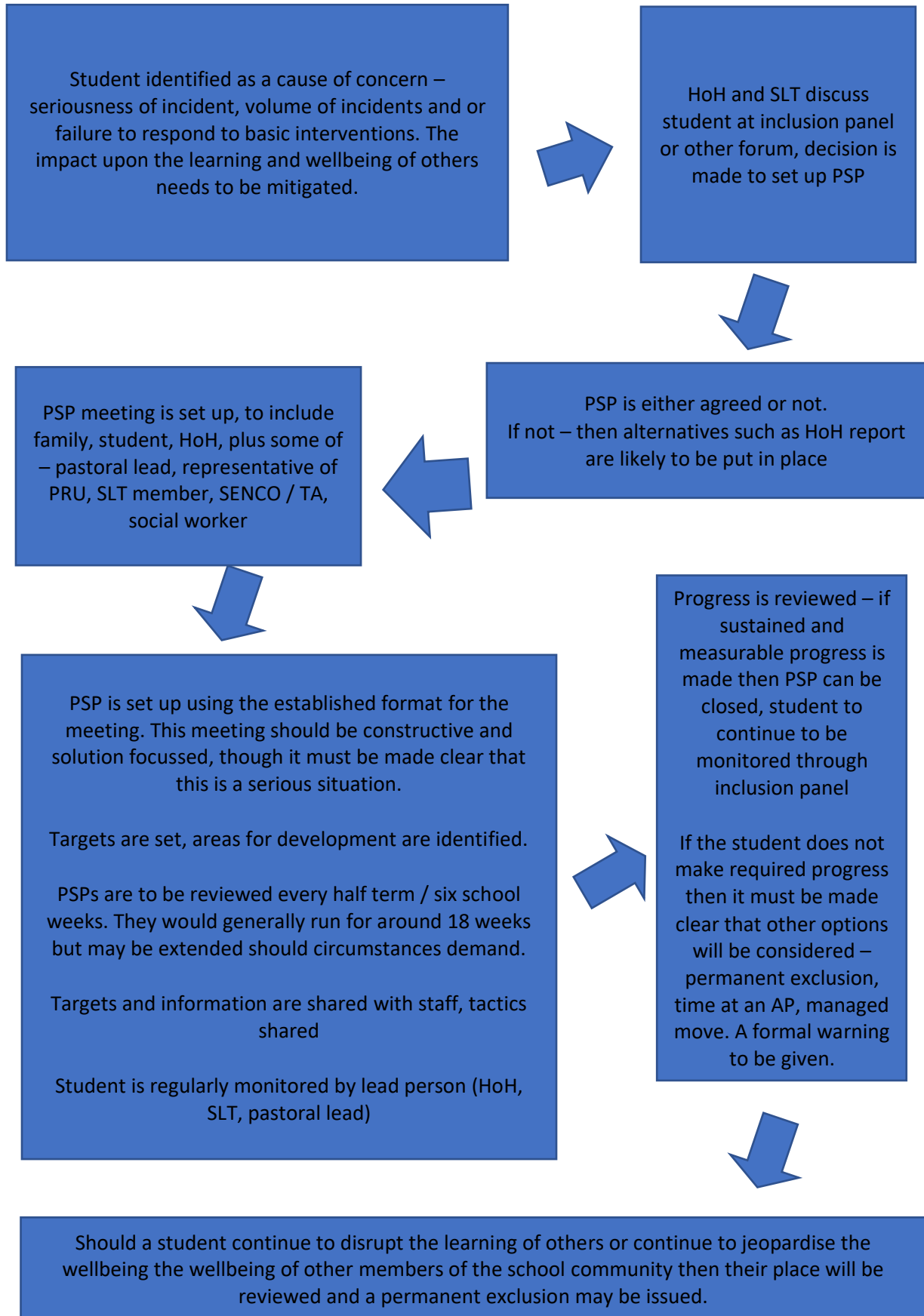
In excluding students, the school will take account of the following factors before making a decision.

- 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

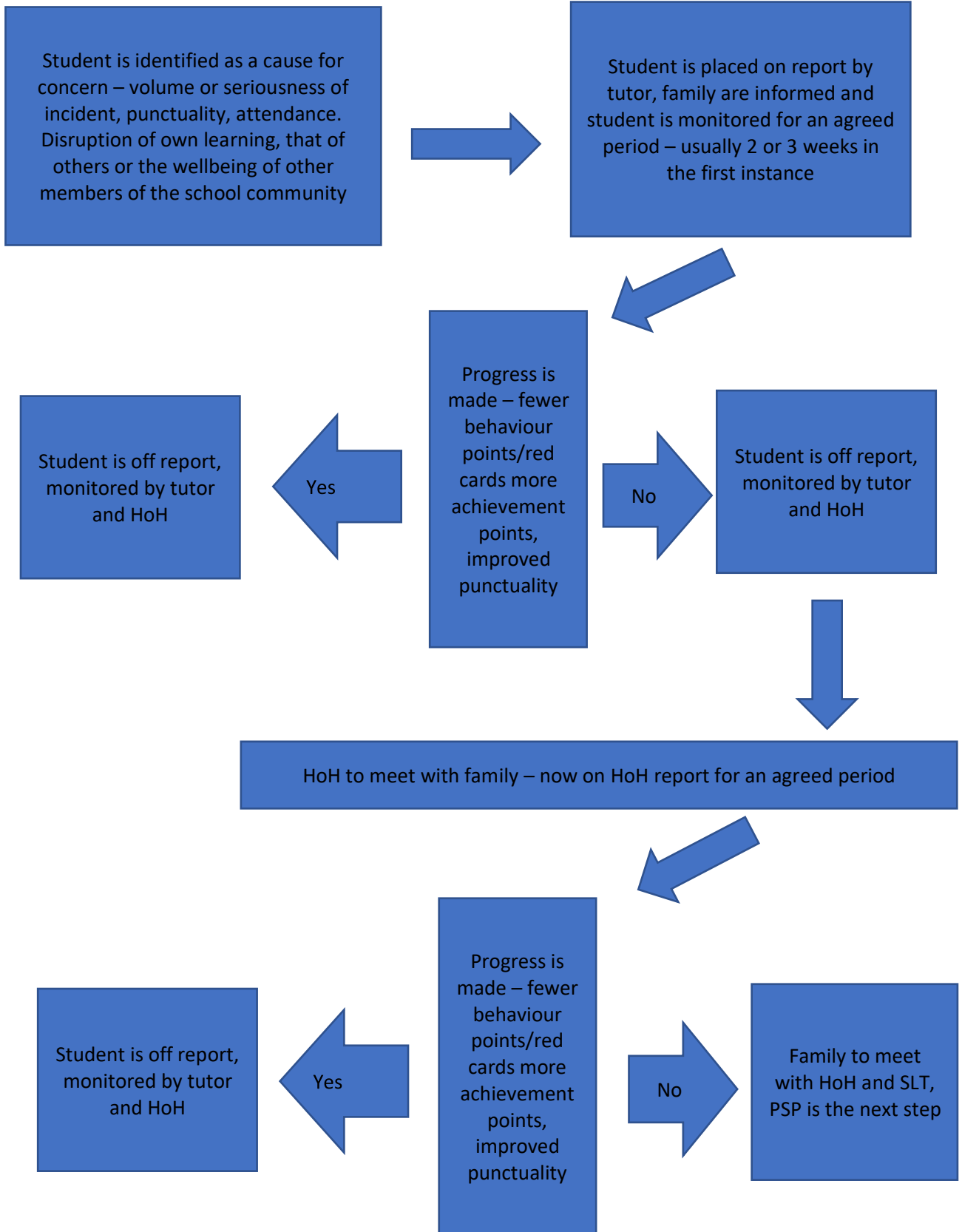
Exclusion and the right to education

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 students' education falls to the Local Authority who will make arrangements via their Pupil Referral Unit (PRU). The school will liaise to ensure that appropriate work is provided for students at the PRU. This placement will meet the requirement for full-time education, and students who do not attend will be recorded as absent without authorisation.

Appendix A –Students on Report and Pastoral Support Plan



Appendix B - Students on Report



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 - SJBC Uniform Policy

SCHOOL UNIFORM, EQUIPMENT POLICY – INCLUDING PROHIBITED ITEMS

At Saint John Bosco College, uniform is compulsory for all students in Years 7-11. Years 12 and 13 are expected to maintain high standards of personal presentation but may wear business dress of their own choice. 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 and then return in correct uniform. 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 uniform both on their way to and home from school to the same high standards that we expect when they are in the school building. Students should be dressed smartly and appropriately; 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. Students who arrive at school without pens or other items of basic equipment will be asked to return home to collect missing items.

Boys' and Girls' Uniform

- Dark blue blazer with embroidered school logo
- **Year 7 – 8 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 9 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 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)

Compulsory PE kit:

- Navy bespoke polo shirt with embroidered school logo
- Navy bespoke gym shorts with embroidered school logo (boys and girls) or plain navy-blue jogging bottoms/shorts with no logos or side-stripes.
- White socks
- Sports Trainers

Optional items:

- Navy blue leggings (optional for girls)
- Navy bespoke skirt with embroidered school logo (optional for girls in place of shorts)
- Reversible rugby shirt (winter/colder days)
- Long banded Navy- and Sky-blue bespoke football socks (winter/ colder days)
- Navy thermal underlayer (winter/ colder days)
- Studded boots when playing football or rugby at Battersea Park/Falcon Park. Your PE teacher will advise when and if studded boots will be required.

- Black or Navy school PE drawstring kit bag OR School bespoke logoed Holdall with individual unique number
- Shin guards (Any retailer online)
- Mouth guard (Any retailer online)

General Expectations

Long hair should be tied back in a blue or black clip or band with no hair covering the eyes. Hair should be presented in natural colours (black, brown, blond, grey or auburn). Hair should be styled in a sensible manner and away from the face. 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).

The school will make adaptations to respect religious items of clothing such as prayer caps or headscarves. These should be of one colour in line with the colours of the school uniform and must be worn properly, for example headscarves must be tied or tucked back.

Students are expected to carry/wear their ID whenever on site.

All students should own a waterproof and warm winter coat (one colour in line with school uniform colours), 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.

Refusal to hand over any banned item will be treated as defiance and result in a further sanction.

Equipment

School ID card

A sturdy waterproof school bag and pencil case

Pencils (HB and colouring)

Pens (at least 3- either black or blue). A green pen for peer-marking is also recommended.

Ruler Eraser

Geometry kit

Calculator

Laptop (sixth form students only)

Families are asked to support the letter and the spirit of these expectations. Please check with the school before paying for shoes, haircuts or other items which could infringe the uniform and presentation expectations.



Anti-Bullying Policy

Responsibility of: 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 school 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 light of this process and key elements from the policy are incorporated into our strategic and operational plans.

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 school 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 school.
- 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 School 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 rumours, 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 School 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 School 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 an appropriate note of the incident and/or refer the student to the Pastoral Team for further investigation. The student themselves will need to write an incident statement. 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 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 are 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. These 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, or even 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 House
- 6) Every attempt will be made to support improved behaviour from students who engage in bullying behaviour. Both the Tutor and Head of House will monitor 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.

Students 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 School 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, then they can escalate this to their child's Head of House or a member of the Senior Leadership team. If this does not resolve the issue then parents 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.

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 House). 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.

Appendix F- Promotion of values associated with modern-day Britain

Through the Personal Development programme, assemblies and everyday interactions we promote 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.

Appendix G - Mental Health and Wellbeing Policy



Mental Health and Wellbeing Policy

At St John Bosco College, we believe in promoting positive mental health and emotional wellbeing. Prioritising the wellbeing of our students and staff ensures that good teaching and learning can take place, and that the school is a community where everyone feels able to thrive, underpinned by the RUAH ethos of the school.

Mental Health "is a state of well being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her community" - World Health Organisation

St John Bosco aims to support each student with their emotional health and wellbeing. This includes promoting positive mental health. As a staff body we approach this in various ways, including through our safeguarding team, pastoral team, Personal Development tutor time programmes, and external visitors. We also work in partnership with SW London and St George's Mental Health NHS Trust and are the lead school for the Mental Health Trailblazer Cluster in Battersea.

The teenage years are both exciting and challenging for parents and carers. It can be hard to know whether a teenager's feelings and behaviour are normal or becoming a problem.

For any student who may be experiencing poor mental health we have qualified Mental Health First Aiders along with our pastoral/safeguarding team in addition to SWLSG MH Trust Educational Wellbeing Practitioners who are available to listen, offer advice, mentor or signpost parents/students to agencies who can offer guidance. Students or parents should speak to their Form Tutor in the first instance for signposting and advice.

Appendix H - SJBC Home School Agreement

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 students 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 schoolwork, 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. To download and use the SIMS Engage App to monitor attendance, behaviour, achievement and attainment and to support their child to improve, where required, in any of these areas	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. Show consideration of the learning and wellbeing of all members of the school community.

<p>Attendance & Punctuality</p>	<p>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.</p>	<p>Maintain a positive home routine to support their child's attendance and punctuality. Parents must inform the school promptly if their child is absent providing a reason for the absence and, if known, a return date. In the instance of long-term absence for health reasons, a medical note from a doctor or hospital should be provided. Support the school's rewards and detention system for attendance and punctuality. Only arrange family holidays during official school breaks.</p>	<p>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.</p>
<p>Communication</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Uniform & Equipment</p>	<p>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.</p>	<p>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. To respect the spirit and letter of the expectations around uniform, equipment, hairstyles, prohibited items etc.</p>	<p>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.</p>
<p>Bullying</p>	<p>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 antibullying policy for students, parents and staff.</p>	<p>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.</p>	<p>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.</p>

<p>E-safety and Mobile Phones</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Journey to and from school</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Co-Curricular</p>	<p>Provide an enriching and varied extracurricular programme for students that helps to develop them holistically.</p>	<p>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.</p>	<p>Partake in at least one extracurricular activity. Represent the school with pride by behaving in an exemplary manner.</p>

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: _____