

MULBERRY STEPNEY GREEN MATHS, COMPUTING & SCIENCE COLLEGE

BEHAVIOUR POLICY

Ratified on: November 2022

Ratified by: Full Governing Body

Date of next review: November 2023

Document Title	Mulberry Stepney Green: Maths, Science and Computing College Behaviour Policy
Purpose	The aim of this policy is to ensure students learn in a fair, supportive, caring and safe environment where effort and good behaviour are rewarded. Behavioural mistakes are used as learning opportunities and disruption to learning is minimised.
Summary	Guidance and practice for staff and governors on behaviour for learning in Mulberry Stepney Green School.
Statutory	Yes
Responsibility	Headteacher
Approval Authority	The Governing Body
Date of Approval	November 2021
Author	Marion Fitzmaurice
Related Legislation/ Guidance	Behaviour and discipline in schools: guidance for headteachers and staff Keeping Children Safe in Education 2021 The Education Act 2002 as amended by the Education Act 2011 The Education (Provision of Full-time Education for Excluded Pupils) (England) Regulations 2007. The School Discipline (Pupil Exclusions and reviews) (England) Regulation 2012. Sexual Violence and Sexual Harassment between children in schools and colleges. Equality Act 2010 Checklist for schools full opening
Related Policies	Safeguarding and Child Protection Policy Supporting Students with Medical Conditions Policy Equality Policy Appendix A (exclusions) to this policy Appendix B (Physical Intervention) to this policy Attendance Policy SEND Policy
Availability	
Monitoring and Evaluation	Every two years by the Governing Body

Policy Review Date	
Version	

1. Guiding principles

This policy outlines what we expect from all of our students in terms of their behaviour. Stepney Green School believes it is important to promote good behaviour amongst its community to ensure every student is safe, self-disciplined, able and ready to learn and achieve academically and is prepared to be a great human being when they leave the school.

Stepney Green School values diversity and seeks to give everyone in the school an equal chance to learn, work and live, free from the action, or fear of sexism, racism, discrimination, or prejudice. We place emphasis on consideration and respect for all. Our aim is to provide a safe and supportive environment in which our students learn, including learning how to behave, free from disruption, violence, bullying and any form of unlawful harassment.

In applying the behaviour policy attention is given to the school's responsibility as a public service. Stepney Green School acknowledges its legal duties under the Equality Act 2010 in respect of safeguarding and in respect of students with special educational needs.

When public authorities carry out their functions, the Equality Act says they must have due regard or think about the need to:

- eliminate unlawful discrimination and minimize disadvantages suffered by people due to their protected characteristics
- advance equality of opportunity between people who share a protected characteristic and those who don't, taking steps to meet the needs of people where needs are different from the needs of other people
- foster or encourage good relations between people who share a protected characteristic and those who don't

2. What's meant by advancing equality of opportunity?

Some groups of people who share a protected characteristic may suffer a particular disadvantage or have particular needs. The equality duty covers the nine protected characteristics: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The school must take action to meet these needs or reduce the inequalities. In doing this, public authorities are allowed to treat some groups more favourably than others.

At Stepney Green School there is an emphasis on recognising, celebrating and rewarding positive behaviour and achievement. We aim to promote positive self-esteem, self-discipline and proper regard for authority and positive relationships based on mutual respect. The highest regard is given to the quality of relationships between students and staff. We encourage all members of Stepney Green School to accept personal responsibility for their actions, to be kind and truthful.

Staff who work outside of the classroom, parents, our local community and visitors to our school are to be treated with respect. At Stepney Green School we value good behaviour in the classroom, outside of lessons and outside of the school gates.

We encourage a positive relationship with parents and carers in order to develop a shared approach in the implementation of this policy and associated procedures.

This policy recognises that sanctions do not by themselves change behaviours; through a consistent approach to positive behaviour management and strong school leadership we aim to provide systems and structures to support our aims.

3. Roles and responsibilities

The governing body is responsible for reviewing and approving the written statement.

The governing body will also monitor the policy's effectiveness, holding the Headteacher to account. The Headteacher will also approve this policy. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour.

Staff are responsible for implementing the policy consistently and fairly.

Parents are responsible for supporting their child and for reporting any changes to the school promptly.

4. Aims of Policy:

- To support effective teaching and learning by creating an exceptionally positive culture where effort and good behaviour are explicitly recognised, rewarded and celebrated.
- To set clearly defined and agreed standards and expectations of behaviour, which are understood by all and which are consistently applied.
- To provide positive reinforcement of acceptable and desirable forms of behaviour through a structured rewards system
- To treat all behavioural incidents as opportunities for reflection, learning and carefully considered response
- To provide a stimulating and safe learning environment which recognises the differing needs of all learners
- To set high expectations of all members of the school community, whether they are in school, in the local community or representing the school in other locations
- To provide clear and effective structures for disciplinary incidents and to respond to these fairly and consistently
- To teach and model positive behaviour
- To emphasise the importance of respect, including: self-respect; respect for others; respect for race, culture, religion, disability, gender and sexual orientation; respect for learning and achievement; respect for school rules and guidelines and respect for equipment, property and the environment.

5. Policy Objectives

- To maintain clear expectations and a code of conduct that is adhered to by all members of the school community
- To support effective teaching and learning and reinforce behaviour for learning
- To contribute to mutual respect
- To create a safe and caring environment that ensures the happiness and well-being of students and supports their development personally, socially and academically
- To create a positive learning culture, in which all students are valued equally

6. Praise, Celebration and Rewards.

Research proves direct links between praise and raised levels of motivation, increased attainment and achievement. Students tell us that informal praise and recognition are often valued as much as more formal and tangible rewards, even more so when news of this praise was passed on to parents. As such, positive reinforcement through praise and encouragement is the first expectation for all staff and we expect curriculum teams to place as much emphasis as possible on praise and encouragement.

Research also shows that praise for effort is more effective and motivating than praise for achievement. In line with our duties under the SEND policy and good equalities practice, praising effort ensures that all have an equal opportunity to receive praise.

The following practices are used to promote positive learning across the school:

- positive feedback comments on work
- positive e behavior points
- special assemblies – including
- verbal praise (highly valued by students)
- use of praise postcards
- positive letters home to parents
- positive texts home to parents
- positive phone calls to parents
- display of work in classrooms and corridors
- displays of attendance and assessment data
- positive referrals to Head of Year.
- Awards and certificates
- Rewards trips
- Jack Petchy awards

7. Celebration:

In addition to the class praise used, students will also be rewarded by

- displays of excellent pieces of work around the school
- subject and year certificates
- inclusion in the school Newsletter and on the school website.
- Annual Graduation ceremonies for Year 11, Year 13 and Year 12 Level 2 students.

Praise and celebration are built into the infrastructure of the school, with timetabled celebratory assemblies built into the Assembly rota and an expectation that in every assembly a praise and celebration culture will be developed. Mulberry Stepney Green School holds a termly Rewards Assembly which highlights exemplary effort, success in assessments and a focus on celebrating the good work students have produced or sporting activities they have excelled in.

Students will be recognised for all their positive contributions to school life, academic, arts, sports and otherwise. Students will be rewarded for outstanding effort and determination, overcoming adversity and disadvantage, producing exceptional work, contributing to wider school life and making every effort to progress in-line with and indeed beyond expectation.

8. Aims of Reward

- To motivate and enthuse all students.
- To promote a positive ethos.
- To develop a consistent pattern of rewards known and used by all staff and experienced by all students

We wish to encourage a positive school culture where independent learning attitudes and dispositions are developed. Students want and are enabled to work within an environment where they can regularly surprise themselves and achieve more than they first thought possible. Mulberry Stepney Green School will support students through ensuring that we celebrate every child's individual success, achieved through effort and tenacity. They may or may not be particularly able, but they will have exceeded their previous personal best.

Teaching and support staff are responsible for setting the tone and context for positive behavior.

They will:

- Use positive praise and reinforcement
- Create and maintain a stimulating environment that encourages students to be engaged.
- Display the students Expectations in every classroom
- Develop a positive relationship with students which may include:
- Greeting students in the morning / at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Modelling and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low level disruption

9. Rewards Electronic System

In addition to praise and celebration, students are rewarded where appropriate for making a positive contribution to the life of the school. The system of reward is kept under review and is discussed with the Student Council to ensure that it reflects what students want to see.

The rewards system for all years is based on students collecting e behavior points, staff can award points as appropriate, but there is an expectation that students will receive points for things which are beyond the normal expectations, or show continual effort/work (e.g. staff should not award a point for having correct equipment, or for the most able getting top marks, however they may award a point at the end of a term for those students who always make significant effort to be fully equipped and ready to learn).

Points can be awarded for work, behaviour, effort, attainment, participation and contribution to school life. In classrooms we will have opportunities to recognise the excellent work and behaviours for learning using points. Our approach is about creating a positive ethos within the school by praising good behaviour, offering encouragement and acknowledging achievements. Staff use rewards and sanctions/consequences clearly and consistently. This practice uses SIMS as a tool.

We always ensure children know that their efforts, achievement and good behaviour are recognised and valued through a range of rewards.

Achievement types:

- Achievement Type: Academic
- ? ACD - Acting on Teacher Feedback (AFD)
- ? ACD - Excellent Book Presentation (EBP)
- ? ACD - Class Contribution (CCON)
- ? ACD - Excellent Reader (EREA)
- ? ACD - Outstanding Work (OW)
- ? ACD - Excellent Effort in Completion of Challenge Tasks (ECH)

- ? ACD - Academic Achievement (AA)
- ? ACD - Positive Other: (OTH)

Achievement Type: Personal Development

- PRD - Positive Role Model (PRM)
- PRD - School Representation (SCH)
- PRD - Positive Role Model (PRM)
- PRD - Taking an Initiative (TIN)
- PRD - Flip Teaching/Learning (FLIP)
- PRD - Independent Learning (IND)
- PRD - Excellent Revision (EREV)
- PRD - Community Involvement (COM)

Achievement Type: Attendance and Punctuality

- A&P - 100% Attendance (week) (ATT)
- A&P - 100% Punctuality (week) (PUN)

Achievement Type: Teacher Award

- TAW - Positive Phone call (PPC)
- TAW - Commended (C)
- TAW - Note to Parent in Planner (NPP)

Achievement awards:

- Achievement: AWARD GIVEN (Based on Admin reports, actioned by admin team)
- E- Postcard Letter of Commendation sent to Parent/Guardian (PARE)
- Certificate (CERT) issued at end of term assemblies
- Trophy/Prize (TRP)
- Other (OTH)

It is **essential** that there is a **consistent** application of the policy across departments, year groups and from teacher to teacher. Heads of Faculty monitor their team to ensure that all teachers are praising and awarding points. Analysis takes place to ensure there is consistency of rewards and sanctions. This will form part of the Quality Assurance procedures within the school. Rewards should not be given for doing what should be normally expected of students, as this will undermine the school procedures and ethos. It is also important that, rather than ignoring the quietly compliant student or class, we thank and praise their efforts verbally as the lesson progresses.

10. Working with students to improve behaviour and maintain excellent culture for learning.

All staff are responsible for the day-to-day management of positive behaviour and are expected to consistently follow the school's structures and procedures. As a general principal, we expect staff to deal with behaviour issues themselves. This is based on extensive evidence that where problems are managed within the classroom, overall discipline is better. In cases of serious misbehaviour the issue may be referred to Pastoral Team or the Headteacher. The Senior Leadership Team intervenes when a student's behaviour is beginning to reach a level of concern whereby a student may be excluded (fixed term or permanent). The Headteacher makes all decisions regarding internal, fixed term or permanent exclusions.

11. Safeguarding

We acknowledge that inappropriate behaviour may in some circumstances be an indicator of SEND or other issues. For example, our staff are trained to consider whether the behaviour is a potential indicator that a child is suffering or likely to suffer significant harm. Where behaviour is considered such an indicator, the school safeguarding policy will be followed. Additionally, we will consider whether the behaviour is the result of unmet educational or other needs, and at this stage we will consider whether multi-agency assessment is necessary.

12. Behaviour Expectations

All students are expected to follow school expectations:

1. Behave in an orderly and self-controlled way
2. Treat others with respect- with words and actions.
3. Follow the instructions of all staff the first time they are given.
4. In class, make it possible for all students to learn
5. Move quietly around the school
6. Treat the school buildings with respect
7. Wear the correct uniform at all times
8. Accept sanctions when given
9. Refrain from behaving in a way that brings the school into disrepute, including when outside school

In lessons all staff are expected to:

- Plan interesting and challenging lessons which are structured and make full use of learning time
- Sequence work to allow for progress
- Focus on activities to enable the development of memory
- Know any students with SEND needs in order to support their progress

13. Managing Poor Behaviour. Systems and structures.

Incidents of disruption, bullying and threatening behaviour, denigrating behaviour or bringing intentional harm to other students or adults will not be tolerated. We consider a student's behaviour on the way to and from home to be just as much a matter for our jurisdiction as their behaviour when on school site. Students are expected to represent the good name of the school in the community. Students are expected to follow school rules as standard and try their hardest to produce their best work. We understand that there are times when students will need supporting to make good choices and the system we expect all staff to use is straightforward. When necessary we use a range of sanctions. Decisions about discipline / sanctions are based on the precise circumstances of an incident and what led up to it.

If a student is in serious danger to themselves or others, then Safeguarding protocol should be followed. However, if a serious incident occurs then bypassing stages is permissible. If in doubt, please liaise with your line manager.

The stages help guide staff and students to implement the culture for learning in school.

The process is an early intervention strategy, which can be used to address a wide range of issues including student' lack of progress, lack of motivation, poor behaviour or poor attendance. This should always be supportive and students should be set SMART targets to allow them to succeed.

Students and parents/carers should be informed that referral to Stage 2,3,4 indicates a serious level of concern about students' behaviour or progress. At this stage, therefore, the school will want to discuss with students and their parents'/carers alternative options that are available for them.

It is vitally important that a record is kept of each stage of the process. This should be on SIMS using Pastoral Referral Form (PRF) so that the relevant staff members can access this information; this is particularly important at Stage 2, 3 and 4 but is very useful at all stages.

Heads of Faculty are responsible for ensuring rigorous behaviour systems are followed within the classroom

14. Low level incidents. Behaviour escalation stages.

e.g. name calling, failing to following instructions, constant talking, shouting out, no work, no homework

Stage 1: TEACHER SANCTION

1. Teacher Warning(s) Given
2. Teacher Detention
3. Phone Call Home
4. Teacher to log Incident/Action on SIMS

- Teacher **records behaviour in SIMS**
- (quick behaviour entry in lesson monitor - resolved)

Outcomes

- If student's behaviour improves:
- No further action
- If student's behaviour partially improves: Stage 1 repeated
- If student's behaviour has not improved: **Refer to Stage 2 REFERRAL TO HOD/HOF**

Name	Reg	AM	PM
Abdul Karim, Rayyan Ib			
Ahmed, Ibrahim			
Ahmed, Kaisaan			
Ahmed, Mohammad Ishak	10W	/	-
Ahmed, Mohammed Imran	10W	/	-
Ahmed, Mohammed Kamran	10W	/	\
Ahmed, Mohammed Saif	10W	/	\
Ahmed, Mohammed Tazib	10W	/	\
Ahmed, Muhammed Ikram	10W	/	-
Alam, Yousuf Yahya	10W	/	-
Ali, Farhan	10W	E	-
Baiche, Ilias	10W	/	\
Choudhury, Nihal	10W	/	\
Chowdhury, Mohammad Mahin	10W	/	\
Hoque, Yamin Ilham	10W	/	\
Hossain, Mohammad Adil	10W	/	\
Hussain, Ikram	10W	/	\
Islam, Mahammed Naim	10W	/	-
Islam, Md Amir Hamza	10W	/	-

Add Behaviour >

Add Achievement >

Disruptive Behaviour >

Equipment >

Incomplete Homework >

Inadequate Work >

Uniform >

Not Reading >

Incomplete Classwork >

Teasing/Taunting >

Poor Manners >

Using Mobile Phone >

Chewing >

Calling Out >

Stage 2: REFERRAL TO HOD/HOF

1. Teacher to make Behaviour Call Out (If Appropriate) >>> Pupil may be taken to INTERNAL
2. Teacher to log Incident on SIMS >>> Teacher send SIMS ALERT TO HOD/HOY/TUTOR
3. Faculty/Heads Detention or Internal Inclusion >>> HOD may also involve HOY/SMT Link
4. Parent Meeting – Involving Teacher & HOD
5. Pupil placed on Faculty/Subject Report
6. HOD to log PRF Actions/Comments on SIMS

- Teacher **records behaviour in SIMS** (quick behaviour entry via lesson monitors – PRF TO HOD/HOF - unresolved)
- Teacher to inform tutor by **sims mail** to make them aware of students' behaviour concerns.
- HoD/HoF meets with students to discuss concerns, identify reasons for previous lack of academic progress or behaviour and to set sanctions for the student. Parents/carers are to be informed and this should be logged in Sims behaviour
- HOD/HOF to monitor students report throughout the 2 weeks and Review behaviour with Teacher at the end of the report.

Outcomes

- o If student's behaviour partially improves: Stage 2 repeated or Teacher Sanction imposed
 - o HOD to log PRF Actions/Comments
- If student's behaviour has not improved or missed teacher detention:
Refer to Stage 3 PRF TO HOY

The screenshot shows the 'Student Detention Details' form in the SIMS system. The form is divided into several sections:

- 1 Details:** Includes fields for 'Type' (a dropdown menu), 'Points Defined' (a text box), 'Types Of Bullying' (a text box), 'Additional Types' (a table with 'Description' and 'Points' columns), 'Activity' (a dropdown menu), 'Location' (a dropdown menu set to 'Classroom'), and 'Date' (set to '11/05/2021').
- Students Involved:** A table with columns: Name, Points, Year, Reg, House, Role. One entry is visible: Mohammed Shuaib Hus... with 1 point, Year 10, Reg 10K, and Role Aggressor.
- Staff Assigned:** A section with a 'Staff Name' dropdown menu, currently showing 'Chowdhury Zamon'.
- Comments:** A large text area for entering comments.

At the bottom right, there are 'OK' and 'Cancel' buttons.

Stage 3: PRF TO HOY

1. HOD to log HOY PRF on SIMS
2. Parent Meeting – involving Key Stakeholders
3. Pupil placed on HOY Report
4. HOY to log PRF Actions/Comments on SIMS

>>> Teacher must send SIMS ALERT TO HOY

- HOD **records behaviour in SIMS** (*quick behaviour entry via lesson monitors – PRF TO HOY - unresolved*)
- HoD/HoF informs HoY by **Sims mail** and makes them aware of students' behaviour concerns.
- HOY meets with students to discuss concerns, identify reasons for previous lack of academic progress or behaviour and to set sanctions for the student. Parents/carers are to be informed and this should be logged in Sims behaviour
- HOD/HOF to monitor students report throughout the 2 weeks and Review behaviour with HOD/Teacher at the end of the report.
 - Outcomes
 - If student's behaviour has improved: No further action (resolved)
 - If student's behaviour has partially improved: Student referred back to subject teacher, report could be extended.

4 Follow Up Students Involved [Add Follow Up] [Remove Follow Up]

Follow Up Date: 05/05/2021 [Calendar Icon] Referred To: [Select Staff]

☐ Send personal reminder to the referred staff for followup.

Comments: [Text Area]

Summary:

Recorded On	Recorded By	Follow Up Date	Outcome

Reviews:

Date of review	Student Name	Venue	Start Time	Organised By

5 Behaviour Incident Notes/Documents

Attachment	Summary	Type	Owner	Last Modified On

[New] [Open] [Delete] [Letter]

If student's behaviour has not improved or missed HOF detention: **Refer to Stage 4**

Stage 4: PRF TO SLT

1. HOY to log SLT PRF on SIMS >>> HOY must send SIMS ALERT TO SLT link
2. Pupil placed on SLT Report >>> Parent meeting with SLT, If required
3. SLT to log PRF Action/Comments on SIMS

- SLT & HOY meets with student to discuss concerns, identify reasons for previous lack of progress with their behaviour, to set new targets and place on Report on SIMS
- Parents/carers will be invited to a meeting and fully involved in discussion about students' progress, so they are in a position to support students
- HOY/SLT **record new targets in SIMS (reports for all subjects) and inform HOD/Tutor**
- SLT to monitor students report throughout the 4 weeks, if required arrange review meeting

Outcomes

- If targets have been met: Student referred back subject teacher
- If targets have been partially met: Student referred back to HOY
- If targets have not been met: **Student to be discussed with SLT lead.**

Report Card Details for Mohammed Shuaib Hussain

Save Undo Print

1 Basic Details 2 Behaviour Incidents Linked to Report Card 3 Templates 4 Targets 5 Report Card

1 Basic Details

Student: Mohammed Shuaib Hussain

Reason for On Report: Verbal Abuse - Pupil

Start Date: 04/05/2021

End date: 19/05/2021

Additional Comments:

Active: ☒

2 Behaviour Incidents Linked to Report Card

Date	Type	Action Taken	Points	Comments
04/05/2021	Verbal Abus...	Discussed ...	1	

New Delete

3 Templates

Description:

4 Targets

Code	Description
DISP	Discipline

Add Remove Move Up Move Down

Generate Report Card

5 Report Card

Class	DISP	Comments	Initials
Date: 04/05/2021			
Date: 05/05/2021			
Date: 06/05/2021			

15. Serious Incidents: Behaviour Escalation Stages

Any behaviours which cause extra risk to students or staff such as those below will be investigated and may result in exclusion from school. During any investigation students will be asked to remain in internal inclusion or where this is not appropriate another area of the school separate from other students.

- bullying
- racist, sexist, homophobic or discriminatory behaviour
- peer on peer abuse
- threats of physical violence towards another student or member of staff
- fighting
- sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain fear or intimidation.
- Vandalism
- Theft
- Smoking
- possession of any prohibited items: there are 6 –
- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers. Cigarettes. Vape pens.
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to the property of, any person including the student)
- verbally threatening behaviour towards another student or member of staff.

Stage 1: PRF TO HOY

1. Teacher to make Behaviour Call Out >>> Pupil to be taken to HOY (If available) or INTERNAL
2. Teacher to log HOY PRF on SIMS >>> Teacher must send SIMS ALERT TO HOY & HOD
3. Parent Meeting – involving Key Stakeholders >>> HOY may also involve HOD/SMT Link
4. Pupil placed on HOY report
5. HOY to log PRF Actions/Comments on SIMS

- HOY records behaviour in SIMS (quick behaviour entry via lesson monitors – PRF TO HOY - unresolved)
- Teacher informs HOY by Sims mail and makes them aware of students' behaviour concerns.
- HOY meets with students to discuss concerns, identify reasons for previous lack of academic progress or behaviour and to set sanctions for the student. Parents/carers are to be informed and this should be logged in Sims behaviour
- HOY to monitor students report throughout the 2 weeks and Review behaviour with HOD/Teacher at the end of the report.

Outcomes

- If student's behaviour has improved: No further action (resolved)
- If student's behaviour has partially improved: Student referred back to subject teacher, report could be extended.
- If student's behaviour has not improved, HOY to make PRF TO SMT

The screenshot displays the SIMS system interface. The top section, '4 Follow Up Students Involved', includes fields for 'Follow Up Date' (05/05/2021), 'Referred To', and 'Select Staff'. It also has a checkbox for 'Send personal reminder to the referred staff for followup.' and a 'Comments' text area. Below this is a 'Summary' table with columns: Recorded On, Recorded By, Follow Up Date, and Outcome. The 'Reviews' section features a table with columns: Date of review, Student Name, Venue, Start Time, and Organised By. The bottom section, '5 Behaviour Incident Notes/Documents', includes a table with columns: Attachment, Summary, Type, Owner, and Last Modified On. On the right side of the interface, there are buttons for 'New', 'Open', 'Delete', and 'Letter'.

16. Out of lesson incident procedure

1. Teacher to speak to student regarding behaviour, give appropriate sanction, call parents and log on SIMS

or

2. Teacher to log PRF to HOY on SIMS, HOY to follow up and gather evidence.

The member of staff raising the incident must try to take statements from perpetrator(s), victim(s) and witnesses immediately.

17. Beyond discipline.

The responsibility for behaviour management goes beyond ensuring students act in an orderly fashion.

Staff are also responsible for creating a community within which all feel safe and valued. Bullying, harmful sexual behaviour, peer on peer abuse or discriminatory actions against LGBT people must be addressed in a robust, transparent and effective manner.

Bullying in itself is not a criminal offence, however, if it's serious enough, it could also be a hate crime, especially if abuse is directed at a person who has a protected characteristic – as identified in Equality Act of 2010. Bullying includes cyber bullying.

18. Bullying

Stepney Green School is intolerant of any form of bullying, harassment or prejudice and believes that every student has the right to be an individual and to learn in a safe environment.

Consequently, we believe that bullying, in all of its many forms, is unacceptable and should be challenged promptly and appropriately wherever and whenever it occurs in school.

Bullying is defined in departmental advice published by the DfE as:

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

Bullying is defined on the gov.uk website and states that the four key characteristics of bullying are that it is:

- Repetitive and persistent;
- Intentionally harmful;
- Involving an imbalance of power;
- Causing feels of distress, fear, loneliness or lack of confidence.

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting or leaving people out of activities on purpose, ignoring someone's presence, not allowing them to join a group. Includes offensive notes, messages, graffiti, drawings, posters.
Physical	includes fighting, pushing, pinching, flicking, pulling hair, shoving, gesturing, standing over or invading someone's personal space, interfering with someone's personal property or making threats to do any of these things
Racial	Racial taunts, graffiti, gestures
Sexual	includes touching or brushing against another in a sexual manner, sexually oriented jokes, drawings or writing about someone's body, using rude names or commenting about someone's morals, unwanted invitations of a sexual nature, offensive questions about someone's body and/or someone's private life or encouraging or making others do so. Homophobic bullying occurs where there is prejudice against lesbian, gay or bisexual or transgender people. It is a form of bullying that is particularly likely to remain secret as the victim may not wish to discuss his or her sexuality. NB The 8 practice of 'upskirting' (taking a picture under someone's clothes) is now a criminal offence (Keeping Children Safe in Education 2019)
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing includes name-calling, offensive language, putting people down behind their backs, picking on people because of appearance, disease or disability, making offensive or nuisance 'phone calls, spreading rumours, making threats.
Discriminatory	Bullying, harassment or unfair exclusion on grounds of race, nationality, sex/gender, disability, physical appearance, relationships and friendships. Racist bullying is defined as: 'A range of hurtful behaviours, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith, community, national status.' A racist incident does not necessarily constitute racist bullying.

Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites. Includes the use of electronic media eg mobile phones and computers to slander, defame, spread rumours, tease, provide unwanted attention, harass and cause discomfort. Often there is potential for such electronic communication to be spread widely, and a permanent record of the bullying is likely to exist. Under certain circumstances (such as harassment and making threats) cyber bullying is a criminal activity and is illegal. In these instances, the school will follow Safeguarding procedures.
Peer-on-Peer abuse	Any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate). Peer-on-peer abuse can take various forms, including serious bullying (including cyber-bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or gender-based violence.
LGBT	Any form of hate crime will be addressed within appropriate pastoral systems

We believe that:

- persistent bullying and harassment can severely inhibit a child's ability to learn effectively or a member of staff's ability to do their job
- the negative effects of bullying and harassment can have an impact on a person for their entire life
- Our school wishes to promote a secure and happy environment free from threat, harassment and any type of bullying behaviour, including racist and homophobic bullying.

We aim to:

- to increase awareness and to encourage students to report concerns regarding bullying
- to provide protection, support and reassurance for victims
- to develop the self-confidence and self-esteem of all students
- to develop an effective range of emotional 'self-defence' skills for all students

Bullying can take many forms and is often motivated by:

- a student's personal dislike for another
- race
- religion and culture
- special educational needs or disabilities
- appearance or health conditions
- sexual orientation
- sexism or bullying of a sexual nature
- Being a young carer or child in care (looked-after child).

and

- is normally deliberately hurtful
- may be repeated, or can be a single incident
- is difficult for the bullied person to defend against

Harassment

What is harassment?

The effects of harassment have similarities with those of bullying In the DCSF "Safe to Learn" document the definition is: 'unwarranted conduct which violates a person's dignity or creates an intimidating, hostile, degrading or humiliating environment.'

Note: One-off incidents, arguments, loss of control and friendship problems, while distressing, are not bullying or harassment and will be dealt with appropriately.

People who are bullied and harassed can feel:

unhappy embarrassed
isolated angry
frightened unfairly treated
unsafe confused

People who are bullied and harassed can experience:

- difficulties in concentrating, working and sleeping
- disrupted relationships with family and friends
- difficulty with expressing emotions and sharing ideas
- loss of confidence and self-esteem
- The desire to avoid social contact.

Possible signs of bullying or harassment:

There are a number of signs of which staff and parents should be aware of which may indicate that a student is being bullied or harassed, though the presence of one or more of these is not in itself proof of bullying.

The student:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes her or his usual routine
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- feels ill in the morning (or pretends to do so)
- shows reluctance to attend school
- loses equipment
- becomes aggressive, disruptive or unreasonable
- shows unexpected decline in standards of work
- exhibits obvious distress, withdrawal, depression or decline in cheerfulness accompanied by a reluctance to explain why
- starts stuttering
- attempts or threatens suicide or runs away
- cries him or herself to sleep at night or has nightmares
- comes home with clothes torn or books damaged
- has possessions which are damaged or 'go missing'
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts, scratches or bruises
- comes home starving (money / lunch has been stolen)
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber-message is received.

How do we deal with bullying in our school?

Staff responsibilities

Staff (teachers and support staff) at Stepney Green School, are expected to:

- establish and maintain high standards of student behaviour in classrooms, tutor groups and round the school
- model positive relationships and attitudes for students and others
- challenge bullying or harassing behaviour when they see it in any context
- inform pastoral and/or senior staff about any incidents or reports of bullying or harassment
- record incidents in writing
- be receptive and sympathetic when students report bullying or harassment
- be receptive and sympathetic to parents who inform about bullying or harassment
- work appropriately on these issues in form time and within the curriculum.

Prevention of Bullying or harassment

Prevention is clearly the strategy of choice. Bullying or harassment is often secret, rewarding and shameful and therefore it is difficult to deal with it after it occurs. At Stepney Green School we address prevention vigorously by a variety of techniques:

- At whole school level – through assemblies/tutor time/pupil voice surveys/PSHE programme when children are informed of the school's ethos and policy and the actions that will be taken to prevent bullying or harassment taking place. This time will also be used to challenge the notion that there can be innocent, neutral bystanders with regards to the issue of bullying.
- Stepney Green School recognises that there are particular times when students may be more vulnerable to bullying or harassment – lunch and break times and the beginning and end of the school day. Arrangements are in place to ensure that at such times there is adequate supervision available to reduce the risk of bullying incidents
- The Student Council and selected students have an active role in promoting positive relationships between pupils.
- Parents who believe their children are the victims of bullying are asked to share their concerns with school at the earliest opportunity and be prepared to work with school to keep their children safe in future. All expressions of concern will be taken seriously and investigated thoroughly.

Responses to victims of bullying or harassment.

The school will offer a proactive, sympathetic and supportive response to students who are the victims of bullying and harassment. The exact nature of the response will be determined by the particular child's individual needs and may include:

- immediate action to stop the incident and secure the child's safety
- positive reinforcement that reporting the incident was the correct thing to do
- reassurance that the victim is not responsible for the behaviour of the bully
- strategies to prevent further incidents
- sympathy and empathy
- counselling
- assertiveness training
- extra supervision/monitoring
- creation of a support group
- peer mediation/peer mentoring
- informing/involving parents
- adult mediation between the perpetrator and the victim (provided this does not increase the victim's vulnerability)
- Arrangements to monitor and review progress

Responses to students who exhibit bullying or harassing behaviours

Stepney Green School takes bullying behaviour very seriously and will adopt a supportive, pragmatic, problem-solving approach to enable bullies or harassers to behave in a more acceptable way.

We will respond to incidents of bullying behaviour in a proportionate way – the more serious the cause for concern, the more serious the response. When sanctions are felt to be necessary they will be applied consistently and fairly.

The following options will be considered:

- immediate action to stop an incident of bullying in progress
- engagement with the bully to reinforce the message that their behaviour is a breach of school rules and is unacceptable
- loss of lunch/break-time privileges
- detention
- put on Report or pastoral support plan
- removal from class/group
- withholding participation in sports or out of school activity (if not essential part of curriculum)
- parents informed
- counselling/instruction in alternative ways of behaving
- adult mediation (restorative justice meeting) between the perpetrator and the victim (provided this is safe for the victim)
- fixed periods of exclusion
- permanent exclusion (in extreme cases which may involve violence)
- Rewards/positive reinforcement for students in order to promote change and bring unacceptable behaviour under control.

19. Harmful Sexual Behaviour (HSB)

Young people report that schools are locations where students can encounter sexual harm this may fall under the label of bullying or harassment but there are sensitivities to be considered when addressing this behaviour. Sexual harassment falls under this heading. Schools are places that can provide safety to young people and promote positive ideas about gender and relationships. Research indicates that in order to create safer school environments, schools, multi-agency partnerships and inspectorates need to work together to offer solutions to HSB that move beyond referrals to social care of the individuals involved. Stepney Green takes a proactive view and recognises its responsibility for creating a safe environment for all.

Definitions of HSB

HSB can be defined as “sexual behaviours expressed by children and young people under the age of 18 years old that are developmentally inappropriate, that may be harmful towards self or others, or be abusive towards another child, young person or adult”. This definition captures a range of behaviours, both offline and online, such as sexualised, gendered or sexist name calling, sexual image sharing without consent, unwanted sexual touching, sexual assault and rape.

Managing incidents of HSB

Swift action is taken by the Head of Year to investigate incidents this sets a tone and expectation for the wider student body that contributes to the prevention of further incidents.

Responses are proportionate to the incident.

Following a HSB incident, the physical location where it occurred is recognised by the Head of Year, risk assessed and, where necessary, intervention is taken to prevent future incidents.

Any HSB incidents are reported to the relevant Head of Year and discussed at the Safeguarding Forum. The DSL ensures accurate records are kept.

Ultimately, any decisions are for the school or college to make on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children’s social care and the police as required.

Reporting systems are made available to students to make confidential disclosures; online via Teams or in writing via the library

Reporting of HSB

All incidents of HSB are reported, using logs and cause for concern safeguarding form, including those that are deemed ‘low level’ incidents,

up to those that are abusive. Information is monitored to identify trends. Referrals are made to the DSL. Serious incidents are reported to LA.

Supporting victims and perpetrators of HSB.

Responses to HSB incidents consider, and take steps to, safeguard all students who were involved, both those who harmed and those who were harmed.

It is acknowledged that where girls are a small minority in a school, particular action must be taken in order to safeguard their well – being. So as to keep young people safe from sexual harm in school, each girl takes part in regular surveys to identify whether there have been any incidents of sexual harassment. Any reports are followed up to ensure safety.

There are women's champions in each year group.

Parents of girls are interviewed to assess their child's experience in school.

20. LGBT Homophobic Transphobic Abuse

Stepney Green provides an environment where lesbian, bisexual, gay, trans and questioning staff, parents, children and young people are free to be themselves and to experience acceptance from adults and other young people.

Schools have a clear duty under the Equality Act 2010 to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive Relationships & Sex Education fosters good relations between pupils, tackles all types of prejudice – including homophobia – and promotes understanding and respect, enabling schools to meet the requirements, and live the intended spirit, of the Equality Act 2010.

Definition of LGBT Homophobic, Transphobic Abuse

Something is a homophobic or transphobic abuse or hate incident if the victim or anyone else thinks it was carried out because of hostility or prejudice based on sexual orientation or transgender identity

Homophobic and transphobic hate incidents can take many forms including:

- verbal and physical abuse
- physical violence
- teasing
- bullying
- threatening behaviour
- online abuse
- damage to property.
- It can be a one-off incident or part of an ongoing campaign of harassment or intimidation.

Hate incidents are not only carried out by strangers. It could be carried out by a carer, a neighbour, a teacher or someone you consider a friend. Incidents may be against the law if identifies as a hate crime.

Managing incidents of LGBT Homophobic, Transphobic Abuse

Swift action is taken by the Head of Year to investigate incidents this sets a tone and expectation for the wider student body that contributes to the prevention of further incidents.

Responses are proportionate to the incident.

Following an incident, the physical location where it occurred is recognised by the Head of Year, risk assessed and, where necessary, intervention is taken to prevent future incidents.

Any incidents are reported to the relevant Head of Year and discussed at the Safeguarding Forum. The DSL ensures accurate records are kept. Ultimately, any decisions are for the school or college to make on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required.

Reporting systems are made available to students to make confidential disclosures; online via Teams or in writing via the library

Supporting victims and perpetrators of LGBT Homophobic and Transphobic Abuse.

Responses to incidents consider, and take steps to, safeguard all students who were involved, both those who harmed and those who were harmed

21. The sharing of nudes and semi-nudes.

In the latest advice for schools and colleges (UKCIS, 2020), this is defined as the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. Alternative terms used by children and young people may include 'dick pics' or 'pics'.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated.

This advice does not apply to adults sharing nudes or semi-nudes of under 18-year olds. This is a form of child sexual abuse and must be referred to the police as a matter of urgency.

What to do if an incident comes to your attention

Report it to your Designated Safeguarding Lead (DSL) or equivalent immediately. Use cause for concern safeguarding form.

Never view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – this is illegal.

If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.

Do not delete the imagery or ask the young person to delete it.

Do not ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent).

Do not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers. This is responsibility of the DSL

Do not say or do anything to blame or shame any young people involved.

Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent).

Note that the sharing of such images is illegal and students should be aware of this.

22. Attendance and Punctuality

The Government guideline stipulates that all pupils should be in school full time. Unless students have medical reasons or extenuating circumstances their attendance is expected at school.

Tutors are responsible for marking the register at the start of the morning and after lunchbreak. Attendance patterns are analysed.

Attendance at 90% or less will result in a referral to the attendance and Welfare officer.

23. Sanctions.

Consequences for poor behaviour occurring within, outside the school gates or online may include:

- extra work or repeating unsatisfactory work until it meets the required standard
- the setting of appropriate written tasks as a punishment
- withdrawal of privileges
- removal from lesson or club, trip, activity
- community service, for example litter-picking or graffiti removal
- break time detention
- lunchtime detention- *which can be over a period of time*
- after school detention
- placing a student on a Report (see also support strategies)
- fixed term exclusion in school or at home - only the head can exclude a student
- permanent exclusion – only the head can exclude a student

24. Detentions

Detentions are given as a sanction.

Faculties operate their own detentions.

Failure to attend faculty detentions will result in a student being given a Head's Detention.

Late detentions are issued on the day a student is late for school.

Late detentions run at lunchtime.

Failure to attend lunchtime late detention will result in a student being detained after school by the Head of Year

Students can only be detained for 20 minutes without informing parents.

As a courtesy, reasonable efforts will be made to inform parents of the detention and the reason(s) for it, particularly for younger or more vulnerable students.

For detentions longer than 20 minutes it is obligatory for the school to inform parents.

Students have a right to expect fair and consistently applied sanctions for behaviour falling below the standards expected and which make a clear distinction between serious and minor infringements of the behaviour policy. An appropriate sanction is one which is designed to put matters right, help the student learn from the incident and encourage better behaviour in future.

It is not appropriate to punish whole groups for the misdemeanours of a few. Communication should be clear between the adult setting the sanction and the students so they are aware of their behaviour and the reason(s) for the sanction in order that they can reflect on their behaviour, what they could have done differently and consider strategies to help ensure that it is not repeated.

Within the classroom, teachers will be trained, encouraged and supported to adopt positive behaviour management strategies to support learning and create a positive learning atmosphere within the class. If students fail to adhere to the expectations set, they will need to accept the resulting consequences of their actions. It is important that all staff apply sanctions consistently, so that students feel fairly treated in all areas of the school and all staff feel supported by other colleagues when they apply reasonable sanctions.

We recognise the fact that there is sometimes the need for flexibility in dealing with misbehaviour, taking into account factors such as whether it is a first offence and unlikely ever to be repeated, the circumstances, the Special Educational Needs of the student, any considerations under the Equality Act 2010, and any other extenuating circumstances.

Students may be asked to remain away from their class during the school day whilst incidents are investigated. Students may also be asked to use time out of lessons such as break time or lunchtime or after school to participate in restorative conversations.

All incidents which are or are believed to be connected to race, religion, gender, disability or sexual orientation should be reported to the relevant DSL or a member of SLT who will then report it to the appropriate authorities.

Students who bring the school into disrepute, bring items that could be used as weapons, drugs or alcohol into the school, use online platforms to threaten other students or staff, are violent towards others or who are found to have made a malicious accusation against a member of staff will have breached the behaviour policy. In such cases an appropriate sanction will be applied, this may be a fixed term or permanent exclusion. The matter may also be referred to the Police.

25. The Report System

We use a report system to help us monitor students and to help support students back to successful patterns of learning and behaviour.

The fact that a student is on a report does not mean that s/he is not part of the same behaviour management codes as all other students; nor does it prevent or excuse the classroom teacher from using appropriate sanctions as a result of misbehaviour. In all cases a consistent approach must be adopted.

Students are placed on report due to either an accumulation of negative behaviour points or to manage a particular challenging behaviour. Weekly BAP reports are used to identify relevant students.

Head of Year authorises the issuing of a report.

Appropriate targets are set following discussion between HOY, parents and students.

Report is issued, in first instance, for two weeks.

Class teachers write comments.

Reports are written in SIMS.

Tutor monitors on day to day basis.

If student fails to show satisfactory progress report will be issued for further two weeks. Parents will be informed and targets re visited.

If behaviours are entrenched an Early Help Assessment is completed and shared with Tower Hamlets.

Targets on EHA inform Pastoral Support Plan.

Pastoral Support Plan is reviewed every four weeks by Head of Year, parent/carers and student

Parents are to be made aware that if there is no improvement, a managed move may be considered to benefit the child.

26. Student Support

We recognise that some students need support to behave well. Early intervention is crucial and a student can be referred to various intervention groups. These include:

- Osmani Trust
 - Safe East
 - Trail blazers
- anger management
- sexual awareness/safety
- conflict resolution
- social skills
- study skills
- study/homework sessions in library after school
- student study groups
- mentoring (1:1 and groups)
- drug and alcohol sessions

27. The Learning Support Centre

The Learning Support Centre can offer bespoke support for students and their families and be able to sign post where support may need to be external. Some of the support offered will include. Anger management intervention

- Conflict resolution intervention
- Social skills
- Personalised intervention sessions depending on behaviour such as sexting/misogyny/homophobia/racism/anti-Semitism/ and others
- Forming Positive relationships
- Students who are in term admissions for example as managed move will be integrated into school with support of LSC.

28. Exclusion

Only the Headteacher (or a named person deputising for them in their absence) has the power to impose a fixed term or permanent exclusion. Please see Appendix A for more details.

No exclusion will be made without careful consideration and an investigation of the incident or incidents leading to it. The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics and to give particular consideration to pupils from groups who are vulnerable to exclusion.

There should always be early intervention when a pupil displays disruptive behaviour; the causes of that behaviour, which may be the result of unmet additional needs (e.g. SEND), should be sought and followed up as appropriate by possible recourse to external multi-agency assessment.

In the event of a student receiving or being considered for a fixed-term exclusion, there will be an internal review. This may include the SENDCO and the Safeguarding Lead, to ensure that SEND or other additional needs have been considered as possible contributory factors. If the SENDCO or safeguarding lead is unable to attend the meeting a representative may attend.

There should be an agreed strategy for the re-integration of pupils after fixed term exclusion, parents/carers **must** attend this meeting.

29. Internal Inclusion.

Internal Inclusion is used in two ways.

1. Withdrawal of a student from normal schooling in an emergency, following a serious incident or while a situation is being investigated. Students are withdrawn from their normal classes and work under the supervision of pastoral staff while statements are taken. This form of Internal Inclusion must be time limited and students should be out of class for as shorter period as possible.
2. An organized sanction after a serious problem. Students are withdrawn from their normal lessons and work under the supervision of pastoral staff. Students are also supervised throughout their break and lunchtimes. Parents are fully informed and may be required to attend school for a reintegration meeting

30. Banned Items

The following items are not permitted on the school site: knives and weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers and vaping/e-smoking materials, fireworks, pornographic images, and any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

The above list is not exhaustive and the school maintains the right to confiscate any item considered dangerous, offensive, inappropriate or that may compromise safety.

The school may search for the following items without the student's consent:

- knives and weapons, alcohol, illegal drugs and stolen items.
- tobacco, cigarette papers and vaping/e-smoking materials, fireworks and pornographic images.
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- drugs and/or materials intended to intoxicate or cause a chemically induced state; legal or otherwise.

A search without consent will only be carried out where the school has reasonable grounds for suspecting that a pupil is in possession of the item. Except in exceptional circumstances, a search will be carried out by a member of staff of the same sex as the pupil being searched, and in the presence of a second member of staff.

The school may use reasonable force to conduct a search for any of the following items:

- knives and weapons, alcohol, illegal drugs and stolen items
- tobacco and cigarette papers, fireworks and pornographic images
- drugs and/or materials intended to intoxicate or cause a chemically induced state; legal or otherwise.
- any article that has been or is likely to be used to commit an offence or cause personal injury or damage to property

The school will inform the police in the event any illegal items are found or suspected to be on the person of a student.

Items will not be returned to the student. Items will be returned only to parents, if appropriate.

31. Physical Intervention

School staff have the power to intervene physically when it is necessary to do so; to prevent a criminal offence, to protect the student themselves or others from harm, to prevent serious damage to property or in exceptional circumstances to maintain good order. See Appendix B for more details

The school will never use physical force as a punishment for inappropriate behaviour, or use force beyond that which is reasonable and proportionate to the situation.

32. Uniform and Dress

There is a great deal of pressure on students and Stepney Green School believes that its uniform and dress policy supports all students feeling equal and develops self-esteem. If a student arrives in school with incorrect uniform, they may also be sent home to change into the correct dress. Trainers are only to be worn for PE unless we are provided with a doctor's certificate giving a medical explanation

33. Hair.

Students are not allowed dyed, or multi-coloured hair or styles that are offensive.

34. Jewellery.

No jewellery may be worn in school with the exception of a watch (which is not a SMART watch) and a pair of gold or silver plain studs.

35. Mobile phones and SMART watches

We recognise that parents may want students carrying mobile phones/SMART watches and we accept that students may bring these to school, however we accept no responsibility or liability for these whilst on the school premises. Mobile phones and headphones **MUST NOT** be seen whilst on school site; if they are brought into school they must be kept in their school bag and **MUST** be turned off.

The first time a phone or SMART device is seen on a student the teacher will confiscate the item and take this to the school bursar for collection at the end of the day.

If the phone or SMART device is confiscated for a second time, it will be placed in the safe and kept until a parent/carer comes to collect it.

If a phone or SMART device is confiscated for a third time it will be kept until the end of the half term and a parent will have to collect the phone. Mobile telephones must not be used to take photographs, videos or audio recordings of members of staff. They must not be used to take photographs, videos or audio recordings of other students without their consent.

APPENDIX A School Policy on Exclusions

1 Introduction

Stepeny Green School follows the Statutory Guidance contained in “Exclusion from maintained schools, Academies and pupil referral units in England” (2017) published by the Department for Education. This policy should be read in conjunction with that document, which is referred to in this policy as the Statutory Guidance.

2 Who is authorised to exclude pupils?

By law, only the Headteacher, or a member of the School Leadership Team deputising in the headteacher’s absence, may exclude pupils. Ordinarily, the Deputy Headteacher would be the person deputising, but in the event of both being unavailable, the Assistant Headteacher is legally authorised to take the decision. Every effort should be made to contact the Head or Deputy Head in order to seek guidance.

Any of the above people who are considering excluding a student should make sure that they have consulted the Statutory Guidance before starting the process.

Temporary (Fixed-Term) Exclusions

There is only one set of circumstances where individual students may be required to leave the school site as a fixed-term exclusion, namely the student has committed a disciplinary offence and it would seriously harm the education or welfare of the student or others if he or she were to remain in the school.

N.B. It should be noted that informal and unofficial exclusions are illegal – even with the agreement of the parent(s) or carers. This includes so-called “cooling off periods”.

The decision to impose a fixed-term exclusion should be taken when alternatives have been considered and, ideally, tried and failed. These may include:

- Detentions
- Reports
- Targeted student support such as:
 - Anger Management
 - Conflict Resolution
 - Restorative session(s)
 - Community service
 - Mentoring
 - Social skills sessions(this is not an exhaustive list, other strategies may have been used, they should have been recorded and evaluated)
- Pastoral Support Plan
- Use of the Learning Support Centre

3 Procedure to follow in the event of a possible fixed-term exclusion.

The DfE advise and it is school policy that the following factors should be considered before arriving at a decision about whether or not to exclude a student:

- Do not make a decision in the heat of the moment, unless there is an immediate threat to the safety of others or the student concerned.
- Ensure that a thorough investigation has been carried out.
- Consider all the evidence available. This may include CCTV coverage, which can be shown to the student. However, this should not be shown to any third party (e.g. parents) without taking steps to ensure that individual students

cannot be identified.

- Allow and encourage the student(s) under investigation to give their version of events.
- Check whether the incident may have been provoked, for example by racial or sexual harassment, or may have arisen out of the student's Special Educational Needs (which may be as yet undiagnosed and/or unmet)
- Ensure that the school's Behaviour Policy, SEND Policy and Equal Opportunities Policy are taken into consideration.
- Consider and, if necessary, consult the SEND Code of Practice (2015) and the Equality Act (2010) and ensure that the school's duty to promote equality is maintained.
- If necessary, consult others – but not someone who may later play a role in review or appeal processes (e.g. member of governing body).

It is very important to keep a written record of all actions and decisions taken, along with signed & dated statements from members of staff and, wherever possible, from students. CCTV coverage should be stored securely, in case it is needed.

The standard of proof required is "the balance of probabilities". This means it is not necessary to prove the case beyond all reasonable doubt, but it requires the widest possible evidence base in order to arrive at a considered judgement. The relevant evidence may include information about the student's past behaviour record, and their current circumstances – including family circumstances.

4 Length of fixed-term exclusions

Evidence from Ofsted suggests that short fixed-term exclusions, in the region of 1-3 days, are the most effective. Periods longer than this can make it harder for the student to re-integrate into the school. If a student is excluded for 6 days or longer, then the school must provide suitable full-time educational provision from and including the 6th day of exclusion. No student may be excluded for more than 45 days in a single year.

5 Procedures to follow in the event of a fixed-term exclusion.

- a) The strictest level of confidentiality must be maintained at all times, with information controlled on a "need to know" basis.
- b) Parents / carers should be informed immediately, ideally by telephone, which must be followed by a letter (which can be sent by email)
- c) The letter must state:
 - The period of the exclusion
 - The reasons for the exclusion.
 - The school days on which the parent must ensure that their child is not present in a public place during school hours without good reason, and the liability to prosecution if this is breached.
 - The arrangements for setting and marking work, including the parental responsibility for ensuring that the work is completed and returned to school.
 - The arrangements for a reintegration interview (date, time and location).
 - The parent's right to see and have a copy of the student's record upon written request to the school.
 - The date and time when the student should return to school for a reintegration interview (see below)
 - The name and telephone number of a Local Authority officer who can provide advice and
 - The telephone number and website address of the Coram Children's Legal Centre, which is an independent national advice centre that offers information and support on state education, including on exclusion from school. They can be contacted on 08088 020008 or at www.childrenslegalcentre.com.

The head's PA will issue fixed term exclusion letter, using agreed template.

Careful records are kept in order to inform:

- the exclusions service at London Borough of Tower Hamlets
- the Chair of Governors
- the relevant Local Authority if the student is not from Tower Hamlets

Appropriate work must be provided for the duration of the exclusion, which should be sent home with the student, by email, or by first class post to arrive the next day.

Reintegration Interviews

The purpose of this meeting is to:

- Review the reasons for the fixed-term exclusion and the behaviour which was at the core of the incident(s) which led to the exclusion.
- Give the student and their parent(s)/carer(s) the opportunity to comment on the incident(s).
- Set clear expectations in respect of future behaviour. These are linked to a specific Pupil Support Plan which is used whenever a student returns from a fixed-term exclusion.
- Explore opportunities for home and school to work together in order to minimise the risk of further incidents.
- Consider what modifications might be needed to the student's timetable etc. so that they are supported in their efforts to behave correctly.
- To consider whether any other support is needed, possibly involving external agencies.
- Try, as far as is possible, to bring about a successful reintegration of the student into the school.

Wherever possible, the meeting should involve the Headteacher (or their deputy) and the SENDCo. The outcomes and action points of the meeting should be recorded in writing and copies provided to the parent(s)/carers within 48 hours. For older students, it may be appropriate to draw up a behavioural contract, which they should sign.

In line with the school's SEND Policy, any fixed-term exclusion will automatically trigger consideration of the possibility that the student has undiagnosed and / or unmet Special Educational Needs and a process of evaluation for SEND will be carried out. This process will be led by the SENDCo or a suitably qualified and experienced member of their team.

Checklist for completion while considering a fixed-term exclusion:

- Have I investigated specific incidents with all parties in a sensitive and fair way?
- Did I consider factors that could have contributed to the pupil's behaviour (e.g. bullying, SEND or bereavement) and have I taken these factors sufficiently into account?
- Is there a written record of what factors I have considered and what weight I have given to each element?
- Is exclusion the most appropriate and reasonable sanction, and consistent with the school's behaviour policy?
- Are all the exclusion reasons clearly recorded, including the impact on others? Are they robust?
- Is relevant evidence properly recorded/retained/documented? (e.g. summaries of interviews, past behaviour, sanctions, support and evaluations of interventions provided.)

Permanent Exclusions

The legal implications of permanent exclusions, including the appeals process, are such that only the Headteacher (or in the event of their continuing absence, whoever is deputising for them) should consider a permanent exclusion and they should consult the Statutory Guidance and/or take external advice before embarking on the process.

STATUTORY GUIDANCE ON SCHOOL EXCLUSIONS:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/921405/20170831_Exclusion_Stat_guidance_Web_version.pdf

Appendix B

Physical Intervention, including Restrictive Physical Intervention

Positive Physical Intervention:

There are times when members of staff need to use physical contact with students and the following situations would constitute appropriate positive physical intervention:

- giving physical guidance to students (for example in practical activities and PE) providing physical care (such as first aid).
- providing emotional support and reassurance when a student is distressed, (see below)
- reassuring, guiding and escorting a student away from a situation (see below)

In all of these cases, consent should be sought and given. If the students make it clear that physical contact would not be welcomed, then it must not be imposed upon them against their wishes, unless as part of Restrictive Physical Intervention (see next section).

We exercise appropriate care when using physical contact (there is further guidance in our Student Protection policy); there are some students for whom physical contact would be inappropriate (such as those with a history of physical or sexual abuse, or those from certain cultural/religious groups). We pay careful attention to issues of gender and privacy, and to any specific requirements of certain cultural/religious groups.

Appropriate touch to provide reassurance, emotional support and for the purpose of guiding/escorting would include a hand on the shoulders or upper arm, and/or taking one hand in both hands. Cultural norms should be respected, and it would not normally be appropriate to hug, hold hands with or cuddle a student. If a student pulls away, then it is a clear indication that the physical contact is unwelcome, and this should be respected.

Restrictive Physical Intervention

We define restrictive physical intervention as follows:

Restrictive physical intervention is when a member of staff uses force intentionally to restrict a student's movement against his or her will.

All staff within our school aim to help students take responsibility for their own behaviour. We do this through a combination of approaches, which include:

- positive role modelling
- rewarding and celebrating good behaviour
- teaching an interesting and challenging curriculum
- setting and enforcing appropriate boundaries and expectations
- providing supportive feedback and helping students reflect upon their behaviour

There are times when students' behaviour presents particular challenges that may require restrictive physical intervention. This policy sets out our expectations for the use of such intervention.

2 Principles for the use of restrictive physical intervention

Within the context of positive approaches

We only use restrictive physical intervention where the risks involved in using force are outweighed by the risks involved in not using force. It is not our preferred way of managing students' behaviour. Restrictive physical intervention may be used only in the context of a well-established and well implemented positive behaviour management framework - with the exception of emergency situations. We describe our approach to promoting

positive behaviour in our Behaviour policy. We aim to do all we can to avoid using restrictive physical intervention.

We would only use restrictive physical intervention where we judge that there is no reasonably practicable less intrusive alternative. However, there may be rare situations of such concern where we judge that we would need to use restrictive physical intervention immediately. We would use restrictive physical intervention at the same time as using other approaches, such as saying, "Stop!" and giving a warning of what might happen next. Safety is always a paramount concern and staff are advised not to use restrictive physical intervention if it is likely to put them at risk. We will make parents/guardians aware of our Physical Intervention policy alongside other policies when a student joins our school.

b) Duty of care

We all have a duty of care towards the students in our setting. This duty of care applies as much to what we don't do as what we do. When students are in danger of hurting either themselves or others, or of causing significant damage to property, we have a responsibility to intervene. In most cases, this involves an attempt to divert the student to another activity or a simple instruction to "Stop!" along with a warning of what might happen next. However, if we judge that it is unavoidable, we may use restrictive physical intervention.

c) Reasonable force

When we need to use restrictive physical intervention, we use it within the principle of reasonable force. This means using an amount of force in proportion to the circumstances. We use as little force as is necessary to maintain safety, and we use this for as short a period as possible.

3 When restrictive physical intervention might be used

The use of restrictive physical intervention may be justified where a pupil is:

committing an offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student)
causing personal injury to, or damage to the property of, any person (including the student himself); or
prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Restrictive physical intervention may also be appropriate where, although none of the above have yet happened, they are judged as highly likely to be about to happen.

We are very cautious about using restrictive physical intervention where there are no immediate concerns about possible injury or exceptional damage to property. Restrictive physical intervention would only be used in exceptional circumstances, with staff that know the student well and who are able to make informed judgements about the relative risks of using, or not using, restrictive physical intervention.

The main aim of restrictive physical intervention is usually to maintain or restore safety. We acknowledge that there may be times when restrictive physical intervention may be justified as a reasonable and proportional response to prevent damage to property or to maintain good order and discipline at the school.

However, we would be particularly careful to consider all other options available before using restrictive physical intervention to achieve either of these goals. In all cases, we remember that, even if the aim is to re-establish good order, restrictive physical intervention may actually escalate the difficulty.

If we judge that restrictive physical intervention would make the situation worse, we would not use it, but would do something else (like go to seek help, make the area safe or warn about what might happen next and issue an instruction to stop) consistent with our duty of care.

Staff take into consideration that the best interest of the student is paramount and this should then be weighed up against the safety and rights of others. To be confident in our judgements, we ensure staff are up to date with recent legislation and guidance concerning good practice in the area.

Our duty of care means that we might use a restrictive physical intervention if a student is trying to leave our site and we judged that they would be at unacceptable risk. This duty of care also extends beyond our site boundaries: there may also be situations where we need to use restrictive physical intervention when we have control or charge of students off site (e.g. on trips).

We never use restrictive physical intervention out of anger or as a punishment.

4 Who can use restrictive physical intervention

If the use of restrictive physical intervention is appropriate, and is part of a positive behaviour management framework, a member of staff who knows the student well should be involved, and where possible, trained through an accredited provider in the use of restrictive physical intervention. However, in an emergency, any of the following may be able to use reasonable force in the circumstances set out in Section 93 of the Education and Inspections Act(2006):

1. any teacher who works at the school, and
2. any other person whom the Headteacher has authorised to have control or charge of pupils, including:
 - (a) support staff whose job normally includes supervising pupils such as teaching assistants, learning support assistants, learning mentors and lunchtime supervisors; and
 - (b) people to whom the Headteacher has given temporary authorisation to have control or charge of pupils such as paid members of staff whose job does not normally bring them into direct contact with students