

Coloma Convent Girls' School

Behaviour Policy (incorporating Discipline, Rewards and Anti-Bullying)



Approved by:

Board of Governors - 3rd July 2019

PRINCIPLES

The Coloma Behaviour Policy (incorporating Discipline, Rewards and Anti-Bullying), is a practical working document and as such is subject to ongoing review in the light of developing practices and initiatives (internal and external) to ensure that it remains relevant and reflective of the current situation. From this point on it will be referred to as The Policy. The Policy aims to guide good practice at Coloma, which reflects the spiritual ethos of the school, and ensure an environment which develops appropriate behaviour for learning and supports the Every Child Matters agenda. That is, that every child, whatever their background or circumstances, has the support they need to:

- be healthy;
- stay safe;
- enjoy and achieve;
- make a positive contribution;
- achieve economic well-being.

The Policy includes:

- **the expectations that ensure Behaviour for Learning (Page 3)**
- **the rewards structure: Recognition and Motivation (Page 6)**
- **the management of behaviour issues, including sanctions (Page 7)**
- **the anti-bullying policy (Page 21)**

1. Aims of the Coloma Behaviour Policy

The Coloma Behaviour Policy aims to create an atmosphere, both in classrooms and throughout the site, which allows staff and students to engage in worthwhile and constructive activities in class and to move freely, safely and in good order around the buildings and grounds, treating each other and visitors with politeness and mutual respect.

Towards these aims, the Policy should:

- encourage and reward good behaviour;
- develop mutual respect between staff and students and between all students themselves;
- allow the effective teaching of Coloma's curriculum;
- develop in students a sense of responsibility for their own actions, whether these affect:
 - their own progress in class;
 - the progress of others;
 - the happiness of other students in Coloma;
 - their relationships with members of the teaching and Support Staff;
 - visitors to Coloma;
 - the upkeep of the buildings and the Coloma site;
 - the reputation of Coloma in the community.

The policy needs to be rooted in the ethos, mission and aims of Coloma. We believe that Coloma is successful by giving priority to:

- fostering the spiritual life of the school community through worship and prayer;
- providing an opportunity for the balanced development of the students' intellectual, emotional, physical and spiritual qualities;
- fostering an appreciation of those things which add quality to life, by developing creative and artistic gifts and skills;
- developing the potential of all students by encouraging them to search for knowledge and truth;
- developing the skills necessary for long-term self-development and the development of society;
- seeking to be a place of Christian service where all are sensitive to the needs of others where there is a determination to promote human rights and a recognition of the corresponding duties and responsibilities;
- fostering a sense of justice and an awareness that all people are of/have an equal value;
- developing positive and accountable relationships between individual members of the Coloma community as well as with Parents and the wider community;
- effective staff recruitment, support, development and training.

2. Teaching and Learning – Behaviour for Learning

We believe that all students at Coloma are entitled to receive and actively participate in lessons that deliver high quality teaching and learning opportunities. We believe that good behaviour can be encouraged and promoted through effective teaching that has at its heart reflective, well planned lessons that encourage a positive classroom climate.

We believe that all stakeholders have their part to play in this process. Students' behaviour should enable both themselves and others to take part in the lesson and allow the Teacher to deliver the curriculum free from distraction and hindrance. To this end, the Behaviour for Learning approach at Coloma is underpinned by the following three core expectations. These apply in classrooms and on a school wide basis and are displayed in all teaching spaces and around the school.

In Class Expectations:

a. Follow all instructions straight away

- Students are expected to comply with all requests made of them by teaching staff and support staff in any given situation;
- Students are not expected to question instructions which are given;
- If students feel that unreasonable requests are made of them they should speak to their Tutor, Key Stage Coordinator or Head of Year at an appropriate time.

b. Be properly dressed, equipped and organised for all lessons

- Students are expected to be wearing the correct uniform in lessons;
- Students must have their student planner plus any necessary books, equipment or kit with them for all lessons.

c. Complete all work set to the best of your ability and support the learning of others

- Students are expected to ensure that all classwork and homework is reflective of their true ability and is completed according to set deadlines;
- Students should demonstrate behaviours which are of a collegiate nature and show kindness towards and consideration for others.

School Wide Expectations:

a. Follow all instructions straight away

- Students are expected to comply with all requests made of them by teaching staff and support staff in any given situation;
- Students are not expected to question instructions which are given;
- If students feel that unreasonable requests are made of them they should speak to their Tutor or Head of Year at an appropriate time.

b. Be properly dressed and equipped at all times

- Students are expected to be wearing the correct uniform whilst on the school site and on the way to and from school;
- Students must have their student planner with them at all times.

Make a positive contribution to the Coloma Community

- Students are expected to act as an excellent ambassador for the school and participate in extracurricular activities and events;
- Students are expected to show kindness towards others;
- Students are expected to treat the environment with respect.

General Lesson Expectations

In order for lessons to deliver high quality teaching and learning opportunities:

- punctuality by all is expected;
- students are expected to assemble in a calm and orderly manner in the designated area;
- all lessons have a formal start - this means that students will be standing in silence and the lesson will begin with a prayer or thought [sixth form];
- seating arrangements are determined by the teacher;
- an attendance register is taken for each class in every lesson;
- the Coloma staged approach is used to deal with inappropriate conduct;
- homework is to be set before the end of lessons and recorded accurately in the student planner – the student planner may be checked by the subject teacher as well as being checked by the form tutor each week;
- there is a formal end to the lesson, initiated and controlled by the Teacher in a calm and orderly manner;
- lessons do not over or under run;
- teachers will ensure that classrooms are left in an orderly state, e.g., asking students to straighten desks and chairs, placing them under benches – putting paper in the bin;
- the teacher controls exit from the room and behaviour on to the corridor.

Effective Learning

In order for effective learning to take place, we believe students should have opportunities to:-

Achieve:

- to work at an appropriate level, make good progress and be challenged;
- to acquire knowledge, make connections, move from the simple to the complex.

Be active learners:

- generate and test ideas and hypotheses, use strategies for thinking and problem-solving; e.g. talking, drawing, actions, maps, notes, diagrams;
- critically respond and evaluate;
- come prepared for the lesson with appropriate materials and preparation work/homework assignments completed.

Become independent learners:

- have clear objectives and outcomes;
- ask when they do not understand;
- give opinions confidently, secure that they will be valued;
- manage class, homework and coursework tasks;
- self-correct as they work;
- use and develop a repertoire of skills, including ICT;
- select, use and evaluate information sources and evidence independently;
- use self-evaluation to reflect on learning progress.

Work co-operatively:

- behave appropriately;
- work flexibly and supportively with a variety of others in pairs and groups;
- contribute ideas, listen to and learn from others;
- be prepared to compromise;
- act as group leader.

Display positive attitudes about work so that they:

- stay on task and persevere through difficulties;
- accept new learning challenges;
- learn from mistakes, misconceptions and strategies that fail;
- respond positively to praise, feedback and constructive criticism.

Teachers are expected to ensure:**Careful Preparation** that has:

- identified clear short-term achievements and objectives as part of long-term strategy; i.e. utilising prior knowledge, understanding, skills and student outcomes;
- thorough planning incorporating assessment for learning;
- an awareness of the appropriate assessment criteria for the programme of study/scheme of work; e.g. curriculum area objectives at KS3, KS4 and KS5;
- effective lesson structures ;
- differentiated resources.

A positive 'Classroom Climate' where there is:

- ownership of the class and the students within it;
- clarity about the purpose of the lesson;
- order within the classroom environment;
- fairness and lack of favouritism by staff;
- a clear set of standards related to behaviour and work expectations;
- appropriate teaching strategies and effective differentiation;
- good time management and balancing of activities;
- efficient and apt use of additional resources; e.g. classroom, Teaching Assistants, ICT resources;
- interaction with and among students;
- effective management of student contributions;
- inclusion of all students; i.e. all students are valued as individuals and are of equal worth;
- rapid responses and ongoing feedback to students;
- a reinforcement of learning with the setting of regular, appropriate and challenging homework assignments;
- a celebration of effort and attainment; e.g. use of students' work in displays;
- an attractive environment, a classroom that is comfortable, well-organised and clean.

Reflection that includes:

- consistent, transparent, helpful assessment and evaluation that is appropriate to the needs of its audience, e.g., students, Parents, Teachers, Governors and/or Examination Bodies;
- listening and responding to feedback/advice, including the 'student voice';
- identifying the next step in terms of student need and/or the Schemes of Work and/or Curriculum;
- adaptation of material and strategies to meet student need;
- sharing good practice and resources with colleagues;

3. Recognition and Motivation

Coloma understands the importance of recognising and celebrating students' achievements. It is important that students develop the confidence, motivation and self-discipline that will enable them to learn and achieve at school, and beyond, whether in academic studies or in other activities. As a Christ – centred community we seek to encourage our students to develop the self-assurance, without vanity or conceit that will enable them to take their place in the world and use their talents wisely.

Achievement Points

Achievement points are awarded by teachers in lessons for 'Outstanding Effort', 'Outstanding Work' and 'Academic Achievement'. They can also be awarded for behaviour that promotes the Coloma Code of Conduct and for Service.

Students who attend school every day, on time are automatically awarded an achievement point at the end of each week.

The Achievement Points awarded are added up every week and the results are displayed in each form room and regularly updated to reflect current totals. Celebration assemblies (see below) at the end of each term provide the opportunity for student to be presented with certificates and badges to recognise the achievement points they have been awarded.

Assemblies

Assemblies provide opportunities for student achievement to be recognised. This may be within a Year Group Assembly, a Friday Assembly for several year groups or a Celebration Assembly at the end of term. Recognition may be given for example of sporting or musical successes, news of charity events, achievement points, or participation in any other activity where it is appropriate to say "well done" or "thank you" to individual students or to groups of students.

Notice Boards

Students' achievements are displayed around the buildings. At various times the boards incorporate:

- photographs of particular extra-curricular achievements;
- examples of praiseworthy student practice;
- news of charity efforts;
- local newspaper coverage.

Curriculum celebration

Team Leaders are encouraged to develop their own strategies for recognising and rewarding achievement within their areas. This may include phoning home or sending postcards home; displaying praiseworthy student practice in curriculum areas.

4. Managing Behaviour Issues: Structure and Application of Sanctions

Misconduct Marks

Misconduct Marks are given for a variety of behaviours that are unacceptable. The codes identifying the different types of unacceptable behaviour are as follows:

Codes for Misconduct:

- **B** Poor behaviour (e.g. off task, low level disruption).
- **U** Jewellery, make up, uniform offences.
- **D** Diary used inappropriately/not signed/no HW recorded.
- **E** Equipment issues – no text book, diary, calculator, etc.
- **LHW** Late Homework.
- **L** Lateness.
- **MP** Mobile phone infringement (see mobile phone policy page 17); Mobile Phones will be confiscated and given to the Key Stage Coordinator with the student's name and date of confiscation.

In the event of a student committing a misdemeanour, the teacher enters the appropriate code in the student's planner and onto SIMS.

Automatic Misconducts are issued for the following breaches of the Coloma Code of Conduct:

1. Skirt waistband being folded over
2. Refusal to hand over a homework diary
3. The use of foul language
4. Leaving the room without permission
5. Arguing with a teacher
6. Dangerous, offensive or violent behaviour
7. Students being late to school on 3 occasions without valid reasons
8. Student being marked as late to lessons on 3 occasions without valid reasons

After School Detentions

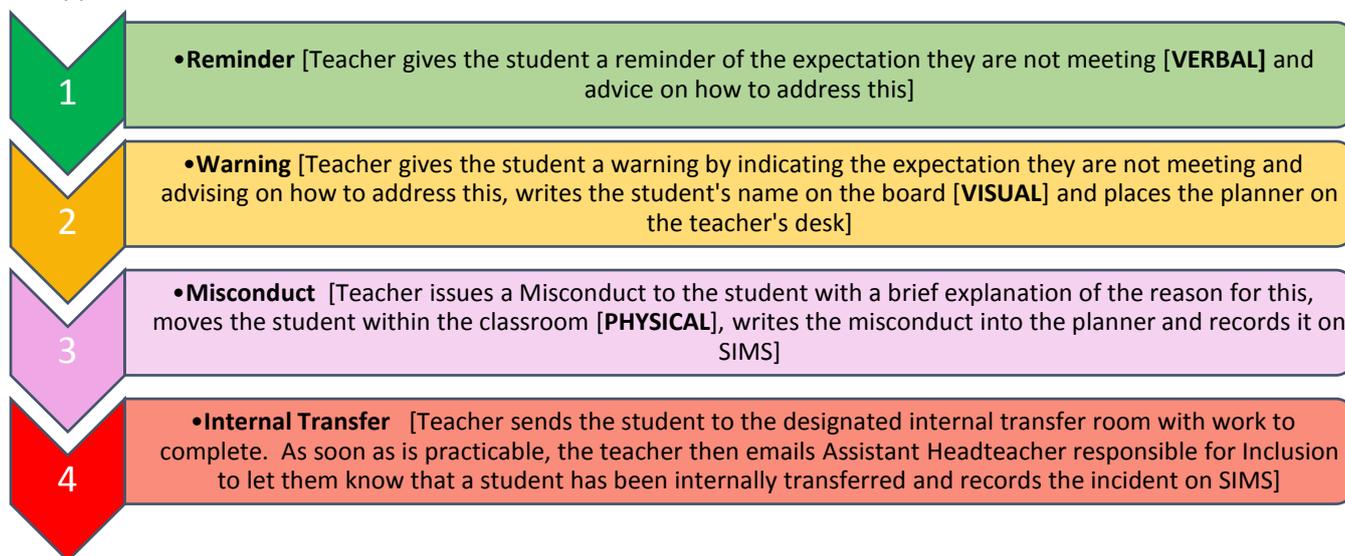
Three Misconduct Marks during any one term will result in a School Detention on a Wednesday afternoon. Any student who chooses not to attend this detention without there being a legitimate reason for this will automatically be placed in Senior Leadership Detention on a Friday afternoon for one and a half hours. Failure to attend this will result in the student being placed in Internal Exclusion for the day on the following Monday and then being put on report. Parents are given advance notice of a school detention or SLT detention via email.

Students are expected to complete a reflective essay whilst in detention which requires them to consider the incident[s] which contributed to them being in detention and how they could have engaged the skill of self-regulation in order to prevent this. The essay also focusses on their goals and aspirations going forward. The essays are passed on to the student's Head of Year who may then follow

up with any points made and use the information to support the student in securing positive behaviours going forward.

Staged Approach to Issuing Misconducts within lessons

In order to have a clear and transparent system in classrooms which provides the opportunity for students to employ the skill of self-regulation and re-engage with the learning process, the following approach is used:



Report Cards

Various report forms are used within Coloma for persistent misbehaviour, poor progress, or following truancy or frequent punctuality problems. These are monitored by the Form Tutor, Head of Year or, on occasion, by a member of SLT. Parents are asked to check and sign these reports every day.

Withdrawal from Lessons

Withdrawal from lessons/internal exclusion applies when a student misbehaves seriously or repeatedly in class. Students in IE will be placed in the Pastoral Office and be given work to do. (Subject Teachers' are responsible for setting work). Students in IE will have supervised breaks whilst the rest of the school are in lessons. Students who are placed in IE will be on report when they return to their timetabled lessons.

Exclusion - Fixed Term and Permanent

In extreme circumstances of disciplinary breakdown, the sanction of exclusion will be used. If a student is excluded, the Parents will be informed as soon as practicable, initially by telephone and then by letter.

Examples of student behaviour likely to lead to a Fixed-Term Exclusion:

- refusal to accept the normal discipline of Coloma;
- repeated unwillingness to complete the normal activities of that student's programme(s) of study both in Coloma and for homework;
- abusive language towards a member of staff;
- physical violence towards another student;

- serious harm to the reputation of Coloma through grossly irresponsible behaviour outside the school;
- persistent bullying or intimidation of another student (refer to the Anti-Bullying Policy);
- significant involvement by a student with items prohibited by the school or that should not legally be in her possession in Coloma;
- hate speech;

Permanent Exclusion

Extensive efforts are made to improve behaviour to avoid permanent exclusion. However, in the case of a single outrageous act Coloma reserves the right to permanently exclude a student without a programme of support being provided. We hope and expect that this sanction will only be used extremely rarely. Examples of a single outrageous act which might lead to Permanent Exclusion include:

- threatening behaviour with, or use of, weapons;
- the distribution of drugs;
- large scale theft of property from the Coloma site;
- acts of violence against a member of the Coloma community;
- sexual assault against a member of the Coloma community;
- serious breach of the Coloma code of conduct.

5. Managing Behaviour Issues: Individual Staff Responsibility

Subject Teachers

All staff should make every effort to deal with everyday classroom problems as they arise. This may involve using the Staged Approach to issuing Misconducts, raising concerns with the Team Leader, and contacting parents (details of all such contact should be placed on SIMS).

Subject Teachers are responsible for setting work for any students in IE.

Form Tutors

Through their daily contact with their forms, Form Tutors should be able to support students and colleagues, through discussion with the students and by:

- monitoring students;
- liaising with the Head of Year, colleagues and parents;

Team Leaders

The Team Leader is responsible for ensuring there is a timetable across the week that indicates where a student must go if an Internal Transfer is necessary. Initial student concerns should be raised with the Team Leader via informal discussion or under the 'Students Causing Concern' section of the agenda within Team Meetings. Team Leaders should offer behaviour management advice and monitor all concerns, taking further action as necessary.

Heads of Year

Heads of Year will track and review student behaviour within their year group. Their systems, and use of report cards will ensure that students with 'behaviour issues' and vulnerable students are closely monitored and supported. A wide range of strategies are currently used to prevent problems developing and support students, parents and staff where difficulties have arisen.

6. Managing Behaviour Issues: Overall summary of systems and responsibilities

Behaviour, Escalation and Intervention

The pastoral team recognise that all our students are individuals and the following escalation is to be used as a guideline. Each level of intervention will be implemented at the discretion of the pastoral team and overseen by the Assistant Headteacher responsible for Inclusion. The aim is for students, the pastoral team and parents to work together to support student behaviour and improve the learning cycle.

<u>Level</u>	<u>Description</u>	<u>When</u>	<u>Duration</u>	<u>Escalation</u>		<u>Managed By</u>
Misconducts	Infringements of school rules will result in a misconduct mark. These will be noted in the diary and inputted onto SIMS. 3 misconducts in one term will lead to a School Detention. (detentions are triggered for every multiple of 3 misconduct marks given over the term)	Any infringement to school rules	N/A	N/A	Email parents and place on 'MOT' Or Place on Tutor Report	Form Tutor
My Organisation Tracker	The 'MOT' is an initial form of intervention monitored by the Form Tutor which aims to support students struggling with organisation, homework, behaviour or all three.	Form Tutor, HOY or parents/carers raise concern or 3+ misconducts	1 week	Phone call to parents	Phone call home Stage 1 report	Form Tutor

<p>Stage 1- Green Intervention Report (Form Tutor Report)</p>	<p>The first stage (green) of intervention report which is monitored by the form tutor. Student is given a weekly booklet and should set personalised targets at the start of the week which are agreed by the tutor. Report is then completed each lesson and returned to tutor at the end of each day. The report is reviewed at the end of 5 days and a decision made as to whether this needs to be escalated, continue for a further week or stop if the student has demonstrated sustained improvements.</p>	<p>6+ misconducts or 2+ detentions or Escalation from MOT</p>	<p>2 weeks</p>	<p>Phone call to parents Off report and monitor</p>	<p>Meeting with parents Stage 2 report</p>	<p>Form Tutor</p>
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<p>Stage 2- Yellow Intervention Report (HOY report)</p>	<p>The second stage (yellow) of intervention report which is monitored by the HOY. Student is given a weekly booklet and should set personalised targets at the start of the week which are agreed by the HOY. Report is then completed each lesson and returned to HOY at the end of each day. The report is reviewed at the end of 5 days and a decision made as to whether this needs to be escalated, continue for a further week or stop if the student has demonstrated sustained improvements.</p>	<p>12+ misconducts or 4+ detentions or Escalation from Stage 1 report</p>	<p>2 weeks</p>	<p>Phone call to parents Off report and monitor</p>	<p>Meeting with parents. Stage 3 Report</p>	<p>HOY</p>
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<p>Stage 3- Red Intervention Report (<i>relevant Senior Leader Report</i>)</p>	<p>The third stage (red) of intervention report which is monitored by the relevant Senior Leader. Student is given a weekly booklet and should set personalised targets at the start of the week which are agreed by the relevant Senior Leader. Report is then completed each lesson and returned to the relevant Senior Leader at the end of each day. The report is reviewed at the end of 5 days and a decision made as to whether this needs to be escalated, continue for a further week or stop if the student has demonstrated sustained improvements.</p>	<p>18+ misconducts or 6+ detentions or Escalation from Stage 2 report</p>	<p>2 weeks</p>	<p>Phone call to parents Off report and monitor</p>	<p>Meeting with parents. Internal Exclusion</p>	<p>Relevant Senior Leader</p>
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Internal Exclusion	Following the three stages of intervention report if there is no improvement the student will be internally excluded from lessons for up to a week. Teachers will be emailed and asked to provide work for the student and the student will work in isolation for the week including break times and lunchtimes.	21+ misconducts or 7+ detentions or Escalation from Stage 3 report	Up to 1 week	Phone call to parents Back into lessons Back on to Stage 3 Report	Referral to Headteacher	Relevant Senior Leader
Fixed-Term Exclusion	<p>Following a serious breach of the Coloma Code of Conduct involving defiance or abuse to other students and/or staff or for persistent failure to follow school rules. Exclusion procedures will be put in place at the discretion of the Headteacher.</p> <p>At the readmission meeting, the student may be taken through the Home/School Agreement by the member of staff leading the meeting and asked to resign this along with their parents.</p> <p>In serious cases, the readmission meeting may be attended by a member of the Governing Body.</p> <p>Following a successful readmission meeting, the student will be placed on a two week report to either their Head of Year or a member of the Leadership Team.</p>	Formal re-admission of the student will be conducted in the presence of her parent(s) with strict guidelines in place. A record will be kept on the student's file.		Member of Senior Leadership Team in liaison with Headteacher		
Permanent Exclusion	The decision to exclude a student permanently is taken in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school. A serious one off incident may lead to permanent exclusion. Only the Headteacher can permanently exclude a student from the school. The Student Disciplinary Committee (made up of Governors) must meet to reconsider reinstatement within 15 school days of receiving notice of exclusion. Parents may attend the meeting to make representations.				Headteacher	

7. Managing Behaviour Issues - Behaviour and the Special Needs Register - Code of Practice

The SEN Code of Practice 2014, removed the classification of 'Behaviour, Emotional and Social Difficulties' and replaces it with 'Social, Emotional and Mental Health Difficulties' (SEMH). This places the emphasis on the underlying needs of students rather than their expression through behaviours.

We recognise that the behaviour of children and young people can have various and often complex causes which require identification and appropriate support. For some students, difficulty managing behaviour will be a significant barrier to accessing the curriculum and will restrict progress. This in itself does not necessarily constitute a learning difficulty, and as a first step the school's behaviour management systems will be utilised.

For some students a medically diagnosed condition or severe emotional difficulties may cause or contribute to poor behaviour, which in turn may have a negative impact on access to learning. In these cases, students may be included on the SEND register categorised as Social, Emotional and Mental Health Difficulties (SEMH).

A decision to include a student under this category will be made by the SENDCO after consultation with the Assistant Headteacher. In making this decision they will consider:

- Evidence that a medical condition, or severe emotional reactions, leads to the student having greater difficulty than their peers in regulating their behaviour.
- The student's response to support and sanctions in the Behaviour Management System.
- Reports of extreme behaviour.
- Reports of behaviour that has been particularly difficult for staff to control using the behaviour systems.
- Any dangerous or self-harming behaviour that may result from lack of executive function (self-control).

We also recognise that students with learning difficulties often experience stress and frustration in school which can make it more difficult for them to manage their behaviour. When dealing with a student's poor behaviour we consider to what extent this might be a mitigating factor, their ability to access the curriculum and whether additional learning support is required in order to secure improvements in their behaviour.

8. Confiscation

Teachers and other Coloma staff have a statutory power to use confiscation as a sanction. Confiscation will be applied in a reasonable and proportionate way as part of Coloma's Behaviour Policy. Our criteria for confiscation will include:

- An item which poses a threat to others, e.g. a laser pen;
- An item which poses a threat to good order for learning, e.g. a personal music player or mobile phone;
- An item which is against Coloma uniform rules, e.g. rings, non-uniform scarves;
- An item which poses a health or safety threat, e.g. items of jewellery (including braiding beads) and wrist bands/friendship bracelets, worn during PE;
- An item which is counter to the ethos of Coloma, e.g. material which might cause tension between one ethnic group and another;
- An item which is illegal for a child to have, e.g. racist or pornographic material;

Once removed from the student;

- Confiscated items will be given to the Key Stage Coordinator or to a member of the SLT;
- A written record of the confiscation will be kept showing the date confiscated; a description of the item; the Teacher confiscating; the student and form; and date returned;
- Items will be stored in a safe place until returned;
- When deciding whether to confiscate an item, staff may need to consider its religious, cultural or personal significance to the student;
- Mobile phones + smart watches – separate guidance regarding the use of mobile phones in Coloma has been published. Mobiles should be switched off once within the school gates. Use, sight or sound of a mobile phone during the day will result in confiscation. (Sixth form students only may use phones but only within the sixth form building and at the following permitted times: before 8.20am, at recess, at lunch or after 2.55pm. They may not be used during study periods. Sixth form students using phones outside the sixth form building or outside the permitted times will have their phones confiscated). Confiscated phones should be kept in a safe place by the Key Stage Co-ordinator and will be returned to the student at the end of the one month. Sixth form phones may be returned at the discretion of the Head of Sixth Form at an earlier time
- Personal music players should also be switched off during the day and will be confiscated using the protocol outlined above.

9. Behaviour on the Coloma Site

- Students must move around the School in a sensible, calm, courteous and appropriate manner. They should keep to the left in the corridors and stairways and keep moving. Students should not run around the Coloma site (except in the playground). Students should not shout or make other loud noises;
- If there are visitors in School, students should be polite and helpful;
- Students should keep off grassed areas (except the Y11 top lawn in good weather) and flower beds. Use the paths to move around the site – do not cut across grassed area;
- Students are expected to respect the rights of others to use the playgrounds;
- Never drop litter. Always keep the Coloma site, canteens, halls, classrooms and corridors tidy;
- The possession or use of cigarettes (including E-cigarettes/vapourisers), alcohol, illegal substances and legal highs is strictly forbidden. Dangerous items such as matches, lighters, knives and aerosols must not be brought onto the School site under any circumstances;
- Electronic equipment such as computer games, Smart watches, iPods, etc., are not to be used on the Coloma site;
- The use of mobile phones and Smart watches on the Coloma site during the normal hours of the Coloma day, including breaks and lunchtime, is strictly forbidden for students in years 7-11 (see above for guidance on sixth form);
- Eating and drinking are only allowed during morning or lunchtime breaks, in the official eating areas;
- All accidents must be reported immediately to a member of staff;
- Students must have signed permission from their Parent(s)/Guardian(s) in order to leave Coloma during the school day. They must show the signed letter to their form tutor at morning registration and when they sign out at main reception before they are allowed to leave. Upon returning to the School site, students must sign in at reception;
- Students who are late for registration must sign in at the main gate (before 8.40am) or report to main reception (after 8.40am);
- Only students with written permission from their Parent(s)/Guardian(s) may cycle to school. The wearing of a cycle helmet is compulsory. Bicycles should not be ridden in the grounds.
- The school uniform should be worn correctly at all times.

10. Expectations of students' conduct and behaviour outside Coloma premises

Coloma has high expectations of students with regard to their behaviour off the school site. This includes behaviour on activities arranged by the Coloma, educational visits and sporting events; behaviour on the way to and from Coloma and behaviour when wearing the Coloma uniform in a public place. All students are expected to wear their uniform correctly throughout their journey to and from Coloma. Coloma will apply appropriate sanctions to regulate off-site behaviour whenever there is a need. Where there is a concern about student behaviour off-site in situations other than Coloma arranged activities, Coloma will always consider the context for its involvement. It will take account of a number of factors before deciding to apply sanctions.

These factors will include:

- the severity of the misbehaviour;
- the extent to which the reputation of Coloma has been affected;
- related to this, whether the student(s) in question were wearing Coloma uniform or were otherwise readily identifiable as members of Coloma;
- the extent to which the behaviour in question would have repercussions for the orderly running of Coloma and/or might pose a threat to another student or member of staff (e.g. bullying another student or insulting a member of the staff);
- whether the misbehaviour in question was on the way to or from Coloma, outside the Coloma gates or otherwise in close proximity to Coloma

Travelling to and from School

It is expected that students will behave themselves in a way which upholds and does not harm the good reputation of Coloma.

- Smoking/Vaping – is not permitted on the way to or from Coloma, or during lunchtimes;
- Buses - when waiting for a bus, students should queue sensibly. When on a bus, they must behave sensibly and show courtesy towards the driver and members of the public;
- The Local Shops - sensible behaviour is expected both inside and outside local shops, as is appropriate courtesy towards other customers and the shop owners;
- Sensible use of pavements and crossings is expected and ensures safer journeys;
- Language - the use of loud and bad language is unacceptable.

Students must always be aware of other members of the community and members of the public. We will respond to any complaint received about unreasonable behaviour.

Off Site Activities

When students are engaged in off-site activities, they are expected to abide by Coloma rules as directed by the member of staff in charge. Such activities will include trips, work experience, further education courses or sports events.

In all such situations students are expected to act as ambassadors for Coloma and ensure that, through their behaviour, our excellent reputation is maintained or enhanced. Where a student's behaviour is found to have fallen below Coloma's expectations, appropriate sanctions will be applied.

Abuse or intimidation of staff outside the Coloma site

Members of our Coloma staff have the same rights of protection from threat as any citizen in a public place or online. Coloma will not tolerate incidents of abuse or intimidation of its staff, including unacceptable conduct by students when not on the Coloma site and when not under the lawful control or charge of a member of staff of the Coloma. Coloma will always take seriously reports of such behaviour and apply rigorous sanctions when the student is next in school.

Coloma Convent Girls' School

Anti-bullying Policy



Approved by:

Board of Governors - 3rd July 2019

Statement of intent

As a Christ centred community, daily life and relationships at Coloma should be modelled on his teaching. We are committed to providing a caring, friendly and safe environment for all, so that our students can learn in a relaxed and secure atmosphere. We care for each other as individuals of equal worth, regardless of disability, race, sex, age, sexual orientation, gender identity, religion or belief, pregnancy and maternity.

The first aim of this policy is to give the clear message that any form of bullying is morally wrong and not acceptable.

The second aim is to ensure that all members of the community (students, staff, governors, parents) know that, if bullying does occur, they have a duty to report it, in the knowledge that incidents will be dealt with promptly and effectively as detailed in the policy.

This policy draws on Department for Education Guidance on dealing with bullying, particularly 'Preventing and tackling bullying Advice for Headteachers, Staff and Governing Bodies, July 2017'.

Objectives of this Policy

All students, Parents, Governors, teaching and non-teaching staff:

- should have an understanding of what bullying is;
- should be opposed to and actively respond to acts of bullying;
- should know what the Coloma Policy is on bullying, follow it when bullying is reported and model appropriate behaviour consistently.

Coloma takes bullying seriously. Students and Parents should be assured that they will be supported when bullying is reported.

- Bullying will not be tolerated;
- Parents, students and staff should have an understanding of the procedures that will be followed when a bullying incident comes to light;
- Support and advice will be offered to students who are experiencing bullying.

What is bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Bullying can be:

- Emotional: excluding from groups, tormenting (i.e. hiding books, threatening and intimidating gestures), humiliating;
- Verbal: name-calling, sarcasm, spreading rumours, teasing;
- Written: unpleasant comments about someone or offensive use of text messages, social media, emails or websites.
- Physical: any unwanted physical contact (i.e. touching, punching, kicking, hitting or any use of violence);
- Racist: racial taunts, graffiti, gestures;
- Sexual: unwanted physical contact or sexually abusive comments;
- Bullying can be caused by individuals or by groups;

This is not intended to be a definitive list of examples of bullying behaviour. There are many more examples of behaviour that can cause distress and pain to others.

Why is it important to respond to bullying?

Bullying is damaging. No-one deserves to be a victim of bullying. Students who are bullying need to learn different ways of behaving. Everybody has the right to be treated with respect.

We all need to recognise that bullying can:

- have an adverse effect on both physical and mental health;
- have long term effects for both the bullies and the victims;
- seriously disrupt a young person's education;
- cause much stress and anxiety to both victims and their families.

We all have a responsibility to respond promptly and effectively to issues of bullying. Coloma must be informed about all incidents of bullying if it is to carry out this responsibility effectively. To allow or condone bullying may lead to consideration under child protection procedures. This includes homophobic, gender and race-related bullying.

Prevention

In our work across the curriculum we try to encourage students to show a high level of sensitivity and understanding of the needs and feelings of all members of the community, both inside and outside of the classroom. All students are expected to understand that bullying is not tolerated and that they have a duty to report any bullying to a member of staff. These messages are made clear using:

- Assemblies and form periods;
- Signing of a behaviour contract;
- Posters around school
- talking to students about issues of difference, in lessons, through dedicated events or projects, or through assemblies.

Prevention is also ensured by active supervision around the school site through recess and lunchtime, with clear communication between staff on duty that monitor individual and group behaviour, patterns of behaviour and are expected to be alert to any site areas that might require more supervision.

Possible signs and symptoms to look out for

- being frightened of walking to or from school, or not wanting to go on public transport;
- change their usual routine;
- being unwilling to go to class;
- becoming anxious and withdrawn;
- attempted or threatened suicide;
- crying themselves to sleep at night/nightmares;
- feeling ill in the mornings;
- truanting;
- beginning to do poorly in their work;
- coming home with clothes/books torn;
- having possessions 'go missing';
- asking for money or stealing money;
- unexplained cuts/bruises;
- becoming withdrawn, lacking in confidence;
- becoming aggressive and unreasonable;
- bullying other children or siblings;
- giving improbable excuses for any of the above.

Please follow up your concerns rather than worrying about whether you should act or not. Bullying may not be responsible for the changes that you have noticed, but there may be other causes that may need investigating.

Procedures to be followed by parents, students and staff

1) Report bullying incidents

- students should tell either their parents or a member of Coloma staff;
- parents should contact the Head of Year through the Key Stage Coordinator.

Teaching and non-teaching staff should:

- contact the Head of Year directly by going to see him/her;
 - follow this up with an email giving written details to the Head of Year.
- 2) The Head of Year will report all incidents of bullying to the Assistant Headteacher in charge of Behaviour. All reported incidents will be recorded by the Head of Year on SIMS. The Assistant Headteacher will oversee the swift resolution of any reported incidents.

A bullying report will be run on SIMS at regular intervals and will enable Coloma to monitor the number of reported cases of bullying and to evaluate Coloma's current procedures.

- 3) Heads of Year will investigate, with the assistance of other staff as appropriate, all incidents and suspicions of bullying that have been reported to them.

Recording

The 'victim' should record the incident or series of events in writing and have the opportunity to talk through the situation with an adult.

The 'bully' should also record the incident or series of events in writing and have the opportunity to talk through the situation with an adult.

- 4) Following investigation and confirmation of bullying behaviour, the issue needs to be dealt with in a very sensitive way to ensure the right outcome is achieved. This could involve the Head of Year, Form Tutor, Head of Year, the Assistant Headteacher, other staff or (less frequently) external agencies. The priority is to deal with it quickly and get the bullying to stop. The school uses restorative approaches as far as possible to create a harmonious learning environment where students are able to self-regulate their own behaviour and learning. The normal sanctions will, however, be applied if appropriate. This might mean the use of detentions or exclusion.
- 5) In most cases Parents will be informed about their child's involvement in bullying and, if it is thought to be appropriate, they will be asked to attend a meeting to discuss the problem.
- 6) If necessary and appropriate, the police will be consulted. In particular, Coloma may involve the police if there has been a serious physical assault or if the bullying is happening outside Coloma.
- 7) An attempt will be made to help the bully (bullies) change their behaviour. This could involve the Form Tutor, Head of Year, the Assistant Headteacher, other staff or external agencies as appropriate.

Outcomes

- 1) If possible the students will be reconciled.

The Head of Year, Form Tutor or other appropriate member of staff, according to the situation, will discuss the incident with the victim and the bully (bullies) and an attempt will be made to resolve the situation to the satisfaction of the victim without the use of sanctions, if appropriate.

However, any single incident of physical assault will result in the bully being considered for fixed-term exclusion.

- 2) Repeated bullying and unrelenting bullying will lead to serious sanctions being used and eventually permanent exclusion may be considered. With repeated bullying, the behaviour of the victim and the bully and how it contributes to the situation will be investigated by the Assistant Headteacher.
- 3) The Head of Year or the Form Tutor will monitor outcomes from all incidents, and their resolution.

Cyber bullying

Cyber bullying differs in a number of ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages; the size of the audience; perceived anonymity and the number of students can be 'accessories' to the bullying.

The Education Act 2011 amended the power in the Education Act 1996 to include that when an electronic device such as a mobile phone has been seized by a member of staff, who has been formally authorised by the Headteacher, then that staff member can examine data or files and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

Instances of cyber bullying will be approached using the same principles as conventional bullying regardless of whether it has happened on the school premises or not.

Criminal law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

It may be appropriate to seek assistance from the police. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

Parents can help to counter bullying in Coloma by:

- treating their daughter's anxieties seriously;
- contacting the Head of Year via the Key Stage Coordinator as soon as any bullying is suspected;
- monitoring their daughter's use of social media (if the child is permitted to use social media);
- teaching their children traditional values of honesty, tolerance and what is right and wrong.

Students can help counter bullying by:

- reporting incidents of bullying to a member of staff at Coloma or to a parent;
- supporting the bullied person;
- not joining in.

Support for students who have been bullied

If a student has been bullied then the nature and level of support required will depend on the individual circumstances and the level of needed. Support may take the form of:

- a quiet word from a teacher that knows the student well;
- structured support from a form tutor, including ensuring the student feels safe at recess and lunch;
- engaging with parents;
- providing formal counselling;
- referring to local authority children's services;
- referring to Child and Adolescent Mental Health Services (CAMHS).