



Carshalton Boys Sports College

Policy	Whole School Behaviour
Policy Number:	S03
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Covid-19 Addendum to Behaviour Policy

Summary of any key COVID-19 related changes.

In these very difficult and unprecedented times, behaviour and safeguarding of our students is still at the heart of our policy and practice. Carshalton Boys Sports College fully recognises the contribution it can make to protect and support both students and staff amid the Coronavirus epidemic. The aim of this addendum to our behaviour Policy is to inform all stakeholders of the key changes to promote a positive and safe learning environment under the 2 meter distancing guidance (Physical Distancing) set out by the government (Link Below). Our Students' and staff welfare, safety and health are a key priority while they are attending CBSC.

<https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-secondary-schools>

At Carshalton Boys Sports College, despite the current challenges we face, it is still our policy to continue with our high standards and expectations of all students, take our students' health and welfare seriously, and to act in accordance with our behaviour policy to keep them safe. Our changes and processes for the dealing with behaviour during COVID – 19 are outlined below.

'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers have a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centered. This means that they should consider at all times, what is in the best interests of the child.'

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1.1 Introduction

By attending Carshalton Boys Sports College during the COVID – 19 pandemic you are agreeing to uphold and abide by this addendum to the Behaviour Policy. This policy sets out clear expectations for our students, staff and local community. It clarifies the sanctions that will be in place for any deviation from our high standards and expectations set during the COVID 19 pandemic.

Please note that Carshalton Boys Sports College reserves the right, at any time, to respond to any incident in a manner that best serves the interests of our students, staff and community.

We expect outstanding behaviour from every student in line with the COVID 19 guidance and Physical distancing measures implemented by the School.

The role of our Carshalton Boys Sports College goes beyond simply preventing poor behaviour and maintaining good order to systematically promote positive relationships and wellbeing. During this pandemic there are additional and very strict guidelines that students and staff will have to adhere to. This Policy is consistently and fairly applied by all staff and underpins effective measures we have taken to continue to provide outstanding provision for our students during the COVID 19 pandemic. School staff, students and parents should all be clear of the high standards of behaviour expected of all students at all times, as detailed in this addendum to the behaviour policy.

Objectives

Our main aim during the COVID 19 pandemic phased return is to provide a safe and secure learning environment following physical distancing and government guidance while in the school and local community.

This will be:

- Continue providing full-time provision for vulnerable pupils in all year groups (including year 10 and year 12)
- Continue providing full-time provision for children of critical workers in all year groups (including year 10 and year 12)
- Provide some face-to-face support to supplement the remote education of year 10 and year 12 pupils, with a clear expectation that remote education will continue to be the predominant form of education delivery for these year groups and that this should be of high quality
- Continue to use best endeavours to support all other pupils remaining at home, making use of the available remote education support and ensuring a high quality offer

During this difficult time there is an even bigger need for a clearly understood and agreed set of expectations with regards to behaviour specifically around the COVID 19 guidance. The management of behaviour and social distancing at Carshalton Boys Sports College requires that every student and staff member takes personal responsibility and listens to and adheres to the measures implemented to keep themselves and others safe. We want to work in partnership with Parents/Carers to ensure their child attends school, stays safe in accordance with the COVID 19 measures and achieves their full potential.

Supporting students

During this difficult time children and young people may have experienced a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder which may have been more noticeable during the time of lockdown and self isolation.

Our experienced staff will work collectively to identify whether a child or young person's behaviour may be related to other underlying issues linked to the COVID 19 pandemic and will support them effectively

in these circumstances and will provide advice and guidance on working with other professionals and external agencies where appropriate.

2.1 Code of Conduct

General Rules

All students and staff are expected to follow the general rules set out by the [school] under the COVID19 and social distancing guidelines:

Dress code

Students are to attend wearing school trousers and a white shirt

This does not apply to key worker students who will be attending more than one day a week

Travel to and from school

- Where possible students should walk or cycle to school and avoid using public transport.
- The school will operate a staggered start and finish system and all students will be expected to stick to the allotted time of arrival
- Students should follow all guidance on physical / social distancing for the journey to and from school to reduce transmission of infection.
- TFL Covid travel advice and guidance: <https://tfl.gov.uk/campaign/coronavirus-covid-?intcmp=62419>

Physical distancing

We will be adopt a range of approaches and actions which can be seen as a hierarchy of controls that, when implemented, create an inherently safer environment, where the risk of transmission of infection is substantially reduced. This includes:

- Minimising contact with individuals who are unwell by ensuring that pupils or staff who have coronavirus symptoms, or who have someone in their household who does, **do not attend school**
- Cleaning hands more often than usual - pupils and staff should be encouraged to regularly wash their hands thoroughly for 20 seconds with running water and soap and dry them thoroughly, or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered
- Ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- cleaning frequently touched surfaces often, using standard products such as detergents and bleach
- Minimising contact and mixing, as far as possible, by keeping pupils in small groups (Bubbles) for face-to-face support and keeping those groups as consistent as possible whilst in school (e.g. for arrival, lunchtime, breaks and departure) and altering the school environment (e.g. changing classroom layouts so desks are further apart or dividing groups into different classrooms)

Arriving at school

- Students are to arrive at school under physical distancing guidelines.
- Students will have a set arrival time, if they miss this time they will be sent home
- Students are to enter the school site via the East gate (English block) only, 2 metre spacing's will be marked out for students to follow.

- On entry students will have their temperature taken
- Students who's temperature is above the norm will be isolated and parents called
- Students will wash their hands at the designated washing point, adhering to the guidelines and will then be taken to their classroom for the day.

Lesson Rules

- Students will work in the same classroom for the full day.
- Staff members will allocate students to a classroom once they have entered the building and followed the hand wash procedure.
- Students will be strategically placed to sit at least 2 meters apart in a classroom.
- There will be no more than 12 students in any classroom at any one time.
- Students will be given a chrome book and will complete all their online tutor checking and complete their remote learning work with support from the class teacher
- Students are not permitted to use the toilet during lessons unless they have medical reasons. (Same procedures linked to hand washing applies)
- At regular points during the day students will sanitise and also clean their work area.
- Students are not permitted to get up out of their seats during lessons as this will interfere with the 2 meter social distancing measures.
- Staff will teach from the front and will support students safely from a 2 meter distance.
- **No equipment** or drinks bottles will be shared between students or staff as this could increase the risk.
- Tell an adult if you are experiencing symptoms of coronavirus.
- Weather permitting lessons will take place outside following physical distancing measures

Social times

Social times will be managed very carefully and with 2-meter physical distancing in place.

Exiting the school

- Students will be dismissed by the class teacher one at a time to adhere to physical distancing measures. On exiting the building students will be asked to wash their hands in accordance with the COVID 19 measures.
- Students will exit the building through the designated door instructed by a member of staff.
- Upon leaving the school site and in the community on the way home students should remain 2 meters from their peers and go straight home.

3.1 Behaviour responsibilities

The Principal and Senior Leadership Team are responsible for the implementation and day-to-day management of this policy and procedures.

All staff are responsible for ensuring this policy and procedures are followed, and consistently and fairly applied. Support amongst all staff in the implementation of the policy is essential. Staff play a key role in advising the Principal and Senior Leadership Team on the effectiveness of the policy and procedures. Staff have a responsibility, with the support of the Principal, for creating a safe and secure learning environment with students and staff safety at the forefront.

All staff have a responsibility to deliver high quality learning environment which fosters a positive ethos and atmosphere for all students within both lessons and the [school] itself.

Parents and carers are expected to take full responsibility for the conduct and behaviour of their child/children both inside and outside of Carshalton Boys Sports College linked to the routines and guidance around social / physical distancing. Parents and carers are to work in partnership with the school in maintaining these new measures linked to COVID 19 and the high standards and expectations of behaviour in line with this policy.

Parents and carers will have the opportunity to raise any issues arising from the policy with Carshalton Boys Sports College at any point deemed necessary through email at Contact@carshaltonboys.org

Students are expected to take responsibility for their own conduct and behaviour and will be made fully aware of the new COVID 19 measures outlined in the policy. Students are also expected to adhere to the existing behaviour policy and guidance. Students are to report any instances where they believe social distancing or safety measures are not being adhered to.

Students are also expected to report any instances of misbehaviour, disruption, violence or bullying as soon as this is witnessed so that it can be dealt with in line with the policy.

The procedures arising from the policy will be developed by the Principal in consultation with the staff. The procedures will be made very clear to the students how important these new measures are and how unacceptable standards of conduct and behaviour cannot be tolerated. This is due to the safety of both students and staff during this very difficult time. The procedures will be consistently and fairly applied and promote all physical distancing guidelines and COVID 19 measures to keep students and staff safe as well as the wider community.

The school will investigate, as appropriate, reported incidents of student misbehaviour. All incidents will be logged on SIMS and kept on the student's individual record.

However, if the incident is linked to rule breaking associated with COVID 19 measures a senior leader will act accordingly and sanction in line with the COVID 19 rule breaking sanctions. An example of this is coughing or spitting in the face of a student/staff member face or not following social distancing rules of 2 meters. Both actions will result in removal from the classroom and isolated in school, an alternative face to face timetable will then be put in place for the rest of the COVID – 19 pandemic period.

Behaviour and Expectations during COVID 19

4.1 Behaviour and sanctions

During the COVID 19 pandemic the safety of students and staff is paramount. Carshalton Boys Sports College will not tolerate any conduct or poor behaviour where students are not adhering to the school behaviour policy or to the physical distancing or COVID measures.

Behaviour that wilfully undermines the safety measures that the school has put in place or risks the safety of students or staff will not be tolerated. If incidents occur then they will be treated as high level behavioural incidents and sanctioned accordingly.

Examples might include:

- Not following staff instructions
- Deliberately ignoring the social distancing measures put in place by the school
- Spitting at another student/member of staff
- Deliberately coughing at a student/member of staff
- Behaviour or language that is intended to cause alarm or distress to students/staff about the current situation

As a result the students will be withdrawn from their classroom (bubble) and isolated parents/carers will be contacted and the students covid-19 provision will be amended and may result in a fixed period exclusion.

Detentions

During the phased return to school during the COVID 19 pandemic detentions will not take place as students will be on a staggered school day.

Internal exclusion

Students will be isolated / internally excluded if they undermine the safety measures that the school has put in place or risk the safety of students and/or staff

External exclusions

External exclusions during the pandemic will still be in operation.

If a student continues to break the schools behaviour policy and Covid-19 measures then a Fixed term Exclusion from the school will be issued.

Power to search, use of reasonable force and confiscation

If we believe During the COVID 19 epidemic that a student is in possession of an offensive weapon or illegal substances etc we have the power to search and will do so in line with our behaviour policy.

Ongoing School Behaviour Policy

A. PHILOSOPHY UNDERLYING THE PRACTICE WITHIN THE SCHOOL

CBSC aims to provide an educationally inclusive environment within which all students can achieve their full potential, both academically and socially. It is the school's belief that this can only be achieved by ensuring:

- Equality of opportunity for all and the promotion of attitudes and relationship which promote understanding, respect and tolerance of others
- A pride in self and the school with opportunities for students to take responsibility for their own actions
- A safe, secure, calm and pleasant general environment within the school
- A well-ordered learning environment with high expectations of behaviour and work
- Good attendance and punctuality
- A good working partnership with parents/carers

This policy should be read in conjunction with the Child Protection & Safeguarding, Harmful & Abusive Behaviour, Anti-bullying, Mental Health, SEN (Special Educational Needs), Equality and Attendance Policies

B. RESPONSIBILITY FOR IMPLEMENTATION OF THIS POLICY AND WHEN IT APPLIES

It is the shared responsibility of all members of the school community to create and maintain relationships where courtesy, respect and tolerance for others are important. However, all participants in the partnership of school, parents/carers and students have specific contributions to make in supporting an effective, whole school behaviour policy.

This policy is based on the following legislation and DFE guidance:

- Behaviour and discipline in schools DFE September 2015
- School behaviour and attendance: parent responsibility measures DFE January 2017
- School Exclusions DFE July 2017
- Keeping Children Safe in Education DFE September 2018
- Sexual violence and sexual harassment between children in schools and colleges DFE May 2018
- Searching, screening and confiscation at school DFE January 2018
- Use of reasonable force in schools DFE July 2013
- Supporting pupils with medical conditions at school DFE August 2017
- SEN code of practice 0 to 25 years DFE May 2015
- The equality act 2010
- The Education act 2002
- The Education and Inspections act 2006

The Behaviour Policy applies to all students on site (regardless of term dates or school hours) and to students when they are travelling to or from the school. It also applies when a student is taking part in any school-organised or school-related activity, wearing the school uniform, or in some other way is identifiable as a pupil of the school eg carrying school badged items. The policy will be implemented when misbehaviour is reported to the school or witnessed by a member of staff and after any necessary investigation.

The Behaviour Policy will also apply at other times not included above where:

This misbehaviour does not fall within the remit of the police and the school is able to establish that the reported misbehaviour has happened, based on the balance of probabilities, and where the misbehaviour has repercussions for the orderly running of the school or is directed towards a member of the school staff or could adversely affect the reputation of the school.

Parents/carers are advised that the Police or the Police Safer Neighbourhood Team is the relevant point of contact for any threatening situations during weekends, evenings, holidays etc.

C. PARENTS/CARERS

To support their child within CBSC, parents/carers need to share responsibility with the school for their child's learning and behaviour by:

- ensuring that their child conforms to the school's code of conduct
- supporting the school in matters of discipline
- co-operating with home/school strategies suggested as a result of meeting with the school in matters of repeated behavioural problems
- ensuring the best possible punctuality and attendance
- ensuring their child is suitably equipped for school
- encouraging their child to achieve their academic targets
- attending parental consultations including parent's
- discussing progress with their child on a regular basis
- contacting the school about matters of concern
- ensuring their child adheres to the uniform and appearance policies of the school

D. STUDENTS

THE SCHOOL CODE OF CONDUCT

Students are expected to;

contribute to a well-ordered learning environment by:

- working to the best of their ability in lessons and on homework tasks and ensuring that all work is submitted punctually
- being properly equipped for school

show respect for others by:

- being polite and courteous to each other and refraining from bullying, fighting and name-calling
- being polite, courteous and honest with staff and listening to and carrying out instructions

act in a responsible manner by:

- contributing to a healthy, safe and secure environment
- ensuring forbidden items* are not brought to school
- keeping the school buildings and grounds clean and tidy, moving about in a quiet and orderly manner, avoiding areas which are deemed out of bounds
- conducting fire drills in silence

ensure the best possible attendance and punctuality

promote a positive image of the school by:

- taking a pride in their appearance, being smartly and correctly dressed for any school activity and when travelling to and from school

- behaving in a sensible and courteous manner when travelling to and from school
- being polite and courteous to visitors

adhere to this code at all times when representing the school or wearing school uniform

- “Items not permitted in school” in the school may be confiscated until parents/carers make arrangements for their collection.
- Year 7 to 11 No Jewellery
- No non-CBSC Coats
- Information on 6th Form dress code can be found in student handbook
- <http://www.carshaltonboys.org/site/data/files/files/sixthform/parents/key%20info/C1048954B4133D018B96EC16845718DF.pdf>
- Phones and electronic devices are permitted to be used at the teachers discretion during lessons which will facilitate learning, and also at break and lunch time. Mobile phones/MP3 players, may be confiscated where these are used in breach of this.

THE SCHOOL

The school will ensure that it has strategies in place to support its aim of providing an educationally inclusive environment within which all students can achieve their full potential, both academically and socially. Strategies are shown below under summary headings:

Promotion of equal opportunities for all, together with attitudes and relationships which encourage understanding, respect and tolerance of others.

- provision of a broad, balanced and relevant curriculum for all students regardless of their gender, culture, faith, race, age, sexual orientation, physical or intellectual ability in line with the requirements of the Equality Act 2010
- clear expectations of behaviour
- example set by staff in terms of their behaviour to parents/carers, students, visitors and each other
- regular reminders of expectations for example through
- exploration of issues through Citizenship, Personal, Social and Health Education, tutor time, assemblies and other curricular areas
- provision of specialist programmes including: social skills; self-esteem; anger management; behavioural or emotional mentoring
- system of referral, support and sanctions as appropriate together with systematic rewards system to promote positive attitudes to learning and each other

Provision of opportunities for students to take responsibility for their own actions and to develop a pride in themselves and the school

- opportunities for celebrating individual and group successes
- clear guidelines for students, staff and parents/carers in terms of uniform and appearance together with procedures for those students whose appearance is unsuitable for school
- developing students’ independence through a range of teaching styles within the curriculum, including homework tasks
- clear feedback to students on their attainment and effort within school
- opportunities for students to discuss their learning, progress, and set themselves targets through academic tutoring and PRIDE (Perseverance, Respect, Independence and Collaboration, Discovery and Enthusiasm)
- consistent application of the rewards and sanctions systems

- opportunities for students to participate in extra-curricular activities, charity work, work experience and educational visits
- opportunities for students to represent their peers through tutor group representation
- opportunities for students to have a voice in matters within the school through the Year and School Council
- opportunities for students to represent the school in a variety of activities
- opportunities for students to volunteer for a range of duties and leadership opportunities within the school
- opportunity to receive support from a peer or volunteer mentor
- opportunities for students to refer formally others who are causing disruption to their learning

Provision of a safe, secure, calm and pleasant general environment within the School

- duty staff at break, lunchtime and before school to supervise all student areas supervision of student dismissal at the end of the day
- distinct playground areas for different activities
- distinct toilet facilities for year groups at break time
- clear labelling of fire exit routes and practice fire drills
- clear expectations of behaviour when outside the classroom together with procedures for dealing with students who fail to meet expectations
- appropriate health and safety issues addressed within each department as part of its curriculum
- induction of new students within the school
- employment of first aiders available during the school day
- clear anti-bullying policy and equality expectations together with guidance for both staff and students on dealing with incidents
- clear policy and procedures for dealing with violent incidents
- clear policy and procedures for dealing with drug/alcohol/substance abuse should it occur on school premises or when under the school's jurisdiction
- annual analysis of rewards and sanctions given to individuals and distinct groups of students
- school site monitored by security cameras with network cameras in many areas
- a cashless catering system to negate the need for money to be brought to school

Promotion of good attendance and punctuality

- attendance and punctuality records kept and relayed to parents/carers through termly reports
- computerised automated ring home system to inform parents/carers of the first day of absence and lateness
- monitoring of attendance and raising of concerns with parents/carers
- attendance leaflet for parental information which outlines the school's expectations and the ways in which parents/carers can support good attendance
- high profile given to attendance and punctuality during tutor group sessions and during assemblies
- award of attendance privileges
- clear school procedures regarding absence and punctuality issues
- regular and active liaison with the Attendance Service/EWO over cases of concern
- Analysis of attendance by individual and group to identify patterns, trends and identify future actions required
- Targeting of attendance on an individual level

Development of good working partnership with parents/carers

- use of student homework website to allow parents/carers to be involved in monitoring homework and coursework
- use of School gateway and the school comms app to allow parents/carers to be involved in monitoring rewards and sanctions
- clear formal reporting procedures for parents/carers which include annual subject evening, annual written report and in addition include examination results and assessment and attitude to learning grading during the year
- clear procedures for contacting parents/carers regarding concerns over general concerns, attendance, behaviour or academic progress
- encouragement for parents/carers to contact the school about any issues regarding their son/daughter
- partnership with parents/carers in discussing strategies in order to improve behaviour
- various information evenings for parents/carers on different aspects of school life and/or Higher Education/UCAS and or on eg Mathematics/English borderline grades
- regular information about the school and events provided for parents/carers through the website and social media feeds

BULLYING/RACIAL HARASSMENT/SEXISM/HOMOPHOBIA

Definition

Bullying is understood as any behaviour that systematically victimizes another pupil which is intended to hurt, threaten or frighten someone else. Racial harassment is verbal or physical abuse or discrimination suffered because of a person's colour, race, ethnicity or national origin, culture, language or religion. Supportive measures will be available for the bullied or victim at all times.

What is bullying behaviour?

Physical: pushing, hitting, kicking, stealing, threatening gestures

Verbal: name-calling, teasing, taunting, intimidating, humiliating, spreading malicious gossip, sexual harassment, racial abuse, homophobic abuse

Silent: exclusion from group activities, rude gestures

Written: text and e-mail messages, notes

Cyber: Facebook, Twitter, MSM messaging

How do we recognise it?

All members of the school community are expected to be vigilant and alert to cases of bullying. It is the responsibility of all staff to actively promote and implement a whole school ethos that is opposed to bullying and racial harassment in all its forms. Students may confide in teachers, support staff, parents or fellow students.

How do we deal with it?

Bullying behaviour or threats are taken seriously at Carshalton Boys and incidents are investigated promptly. Bullying is seen as a discipline issue and should be dealt with primarily through the normal discipline procedures in the school. It is required that staff challenge any behaviour construed as bullying, racist, sexist or homophobic at any time, using their professional judgement and expertise they must sympathetically listen to and investigate the fears and worries of any individual and must take the action they deem appropriate in accordance with the guidelines issued. The stages of the school procedures on bullying are not prescriptive as it is recognised that the response to each must be on the basis of its nature and its seriousness as perceived in the light of the teacher's knowledge of the pupils and their professional expertise and judgement.

Reporting of the incident **must** be made in writing and logged on SIMS (and verbally where needed) on the appropriate incident form, which then follows the agreed procedure for referrals and a copy of the investigation kept on the pupils file and the appropriate staff informed. Incidents will be recorded and monitored. Wherever possible parents will be kept informed of incidents concerning their child.

All parents are expected to co-operate and become involved in supporting the anti-bullying and anti-racist policy of the school. In serious cases, parents should be informed and will be asked to come into a meeting to discuss the problem. Counselling is a very important part of the procedure, both for the victim and for the bully. This may take the form of informal sessions with Form Tutors, Learning Coordinators, Pastoral Support Workers or other members of staff. We believe that peer counselling enhances the understanding of the pernicious effects of bullying within the school community and enables more students to openly discuss issues of concern. Peer mentors are trained to support students in years 7/8 to speak up about bullying and deal with bullying.

How do we raise awareness about bullying?

- "Anti-bullying" forms part of the whole school ethos
- The school has signed up to the DfE Anti-Bullying Charter
- Teachers support a whole-school policy through their care, vigilance and professional skills
- Parents are assured that, with their help and support, all issues will be dealt with as conscientiously and effectively as possible
- The school encourages discussion about relationships, respect for others, and bullying as an anti-social behaviour through PSHCE, English, Drama, PE and RE.
- Assemblies on rights and responsibility, respect, Anti—bullying, Black History Month etc are done regularly
- Anti-bullying week is always recognised each year and competitions and events organised
- Principal's talk on the school's ethos about bullying and discrimination at Open Evening events and statement in parents handbook, as part of the transfer from primary to secondary school
- Trained mediators offer drop in sessions at lunchtime
- Student surveys done regularly to identify patterns and problems and monitor attitudes
- Support and counselling work done through CLIC
- Staff training organised as appropriate to level and needed.
- Anti-bullying board and student information board with contact numbers and advice

GUIDANCE ON THE IMPLEMENTATION OF THE SCHOOL'S ANTI-BULLYING STRATEGY

PART 1 DEALING WITH INCIDENTS

1. Stop the incident. At the earliest appropriate time investigate and discuss with the pupils concerned, conscious of the danger that the victim might feel publicly victimised by the action taken.
2. Clearly explain the school's policy and why such behaviour will not be tolerated.
3. Support for the victim(s), giving reassurance of action being taken.
4. Counselling of the victim. (Pupils will be able to access additional counselling support groups in school from CLIC, YC and tutors)
5. Set an appropriate punishment for the perpetrator and, if necessary, contributing bystanders/inciters.
6. Counselling of the bully or perpetrator. Bullying is probably most effectively dealt with by following a **"NO-BLAME"** approach which seeks to address and resolve the problem, without bullying the bully by developing an understanding and acceptance of their responsibility for past behaviour and for changing it in future in a group setting that is a support for the victim.
7. Report and record incidents using the school's reporting system. Copies of incident reports to be placed in personal file of all involved. Copies of racial harassment reports to be given to AHT for file. Copies concerning bullying incidents are to be given to Deputy Principals or LG.
8. Referral of bully/perpetrator and/or victim to senior staff.
9. Communication and discussion with parents of both victim and bully/perpetrator as appropriate.
10. Possible exclusion. Re-admission to be subject to agreement to comply with the school's Code of Conduct and policies.

Carshalton Boys Inclusion and Support Centre

The Carshalton Boys Inclusion and Support centre has been created to provide pupils with the opportunity to consider and improve their attitude to learning. Pupils are shown strategies that enable them to return to the classroom setting with a more positive and focused approach. The centre has two main functions; Individual Exclusion Room (IER) and the Internal Support Room (ISR) located near the SEN department.

Internal Exclusion Room (IER)

IER is a unit for pupils referred as a result of persistent difficulties complying with the Code of Conduct. It provides a short-term, closely supervised environment for class work using resources provided by Departments. IER reinforces and develops a positive work ethic encouraging pupils to accept normal classroom routines. Staff can use the standard disciplinary-pastoral procedures for a pupil causing concern prior to their HOD consulting with the relevant Achievement Co-ordinator/PSW/SLT. Only a member of the Leadership Group can make a referral to the IER and the length of stay varies with individual pupil need. The core hours of the IER are 8am until 4pm. Pupils who are referred to IER have lunch and break together but separate from the rest of school. IER reinforces and develops a positive work ethic encouraging pupils to accept normal classroom routines.

Internal Support Room (ISR)

ISR is a unit for pupils referred as a result of experiencing social / behavioural / emotional difficulties. It provides additional support and mentoring for pupils aimed at improving their social/behavioural skills. ISR's aim is to enable the pupil to develop strategies/targets for their positive reintegration into mainstream lessons and more fully access the educational experience. Staff will be informed of a pupil attached to the ISR and any recommendations about them. A pupil's Achievement Co-ordinator/PSW in

consultation with a member of the Leadership Group can make referrals to ISR. Length of attachment to the ISR varies with individual pupil's ongoing needs.

Respite Programme

The IER & ISR also offer a 6 week respite programme support pupils who are undergoing social / emotional and behaviour issues outside of school that are impacting on their academic achievement and emotional well-being.

The programme links with the pupil's academic programme, internal support programmes such as ELSA and counselling with external agency support.

The respite programme is tailored to meet the need of the individual pupil.

Students that misbehave and are internally excluded into IER then the following will happen:

- Students referred to IER will be there from 8am to 4pm each day. Persistent failure to comply may lead to further sanctions.
- On admission to IER students will discuss reasons for referral and targets / strategies will be set to help improve behaviour. These targets will be recorded for future reference by Learning Co-ordinator.
- Students will have to demonstrate at the end of the first day that they understand the reasons for referral and strategies for change.
- Whilst in IER students will be expected to complete work set in silence and this work will relate to the lessons they actually missing. Staff in IER will support the pupil as appropriate.
- Students will be supervised at all times including break and lunch times.
- Students referred to IER more than 2 times in any term may trigger a strategy meeting with the Learning Co-ordinator to discuss setting up or amending a Pupil Support Plan or putting further sanctions put in place.

WHOLE SCHOOL BEHAVIOUR DETENTIONS

Pupils may be given up to 2 hours detention at the professional discretion of any adult employed by Carshalton Boys Sports College. Detentions may be set at lunch time or at the end of the day without the necessity of informing a parent or guardian. The school will notify the parents where possible via text if their son has been issued a detention.

The length of a detention may vary from 20 minutes to two hours, depending on the infringement. Staff must verbally inform the pupil of the location and time of the detention. Non-attendance at a detention will trigger further sanctions. Pupils must be given sufficient time to access the café or toilet if the detention is administered at break or lunch.

EXCLUSIONS

The main emphasis in the school is on praise and reward. The Code of Conduct is displayed in each classroom. It forms the main thrust of the school's ethos and boys who do not observe this simple code of behaviour both in and around the school community should expect sanctions to be imposed.

The key principles are Achieving Excellence through **PRIDE**

Persistence, Respect, Independence and Collaboration, Discovery, Enthusiasm

The presentation of these principles is embedded in our structure of Rewards and Achievements. There are clear guidelines for pupils and staff to follow for reporting, rewarding and recognising achievement. This should be prominently displayed in every classroom. Sometimes pupils will fall below the expected standard and sanctions will be used.

To give clear guidance to both staff and pupils the expectations of behaviour and the management of unacceptable behaviour are highlighted in the CBSC Behaviour Strategy which makes clear the consequences associated with undesirable behaviours and formal procedures for imposing sanctions, recording, reporting them. These should be followed by all staff. The classroom teacher is responsible for behaviour and performance of the pupils. Matters can then be referred through the procedures outlined.

CBSC Behaviour Management Structure

Teachers will inform all class pupils, and will display the yellow card when 'Teaching or Learning' is disrupted. The yellow card will serve as a warning to all pupils. The following process will then be implemented if 'Teaching or Learning' is disrupted further. If a pupil is logged on SIMS they must be informed. If a pupil has a departmental/tutor detention, and a whole school detention on the same day, they will attend the departmental detention first, and then they will attend the whole school detention for a further hour.

NB; Staff must use 'Reasonable Adjustments' for pupils with disabilities such as ADHD, ASD etc. If pupils still do not cooperate with instructions / warnings even after these adjustments, then the behaviour process will be implemented

See Appendix A for the Carshalton Boys Sports College Behaviour Sanctions Route map

General school procedures related to Behaviour:

The school follows the regulations that apply to exclusion and attendance issues. In addition, the school uses best practice techniques to establish its systems and uses its membership of various cross school groups, including the Vulnerable Pupil Panel (VPP), to extend and develop its practice.

Deciding the sanction that applies:

- When an incident occurs, then a sanction (CBSC Behaviour Management Structure), will be set by the relevant member of staff.
- There are times when an incident needs investigation before a decision can be made. This may be because it is a reported concern without direct evidence as yet and/or because student accounts are at variance with other reports. In these instance, the following general procedure is followed:
- Students concerned are asked to give an account and investigatory staff will ask additional questions to clarify sequencing, detail or any apparent discrepancies

Any witnesses will be asked for their account; this will include students and staff. Where possible, witnesses who are neutral i.e. not part of involved students' friendship groups, will be used.

Students mobile devices maybe used to check multi-media and social media communications, this will be inline with DFE confiscation and searching guidelines and sexting in schools and colleges: responding to incidents and safeguarding young people.

Any Camera/CCTV footage of the area at the time would be viewed.

A decision will be made as to the likely pattern of events based on the evidence collected. It should be noted that the school must decide on 'the balance of probabilities', according to their own experience and judgement, as to whether the student carried out any incidents in question. This is NOT the same as in a court of law where it is required that matters need to be proved beyond reasonable doubt.

The school will make the final decision of the sanction that applies in any situation; this is its responsibility. Any decision is not subject to parental/carer approval, though the school would make every effort for parents to understand the reasons behind its decision and how this complies with its behaviour policy.

Response to student failure to complete sanctions set:

There are occasions when students fail to serve sanctions for no good reasons, or refuse to undertake these. In these instances, the following procedures are usual:

- Failure to attend detentions will lead to a longer and more serious school detention being set.
- Repeated failure to attend school detentions will lead to a Saturday morning detention
- Failure to attend a Saturday morning detention will lead to an Internal exclusion and parent meeting to discuss school expectations.

The School will not accept that any individual student should be exempt from school sanctions. All students must comply with sanctions set by the school.

Police Involvement

Occasionally matters are referred to the Police. Where this is done by the school, the school will inform parents/carers that this is the case unless advised otherwise by the police, social services or other relevant professional. Where a police investigation is underway, the school will take advice from the police as to whether they are able to deal with the incident and carry out an investigation, or whether any investigation/action must wait, pending the outcome of their investigation.

The school will provide contact details for parents/carers when requested to do so by the police in order for them to investigate an alleged crime. The school will also provide school records given appropriate formal request by the police in order to further investigation of a serious crime.

Searching, Screening and Confiscation:

Confiscation:

Items listed as 'items not permitted in school' (Appendix B) must not be brought to school; where these are brought to school these may be confiscated until parents/carers make arrangements for their collection, in some circumstances they may **NOT** be returned to the family, this will be at the discretion of the school and the safety and well-being of its community.

In addition, mobile technologies (phones, tablets, MP3 etc), the school will confiscate these where used in breach of the school behaviour policy. The school also reserves the right to search through and view contents on any items confiscated. In exceptional circumstances the mobile technology will be held until a full investigation of the incident is completed and may be passed onto the police where this is required to allow investigation of a criminal act (The school is **NOT** liable for any costs related to the phone while it has been confiscated)

Searching:

The reserves the right to search the contents of any students bag, pockets, outer wear, mobile technology etc where the school has reason to consider they contain items that could impact on the health and safety of the student and/ or the school community.

Schools are not required to inform parents before a search takes place or to seek their consent to search their child. The school authorizes all teaching and those support staff with responsibilities for student discipline/welfare (i.e.pastoral support officers) to do so. Prior consent from students will be sought; however individuals will be made aware that if consent is refused the school will still proceed with a search.

In instances where a student refuses to turn out pockets or hand over belongings including mobile technologies to be searched, the school will not physically force such a search. Similarly, when a person is suspected of concealing items on their person the school will not physically force such a search. Instead, every effort will be made to persuade the person (in the presence of a second adult witness) to cooperate with the search of items/ or hand over voluntary any item, school staff will NOT undertake personal searches requiring physical contact with students.

Where the individual refuses and there is cause for concern that they hold an item that could impact on the health and safety of the school community or the individual, then the school may undertake one (or more) of the following options:

- Isolate the student until parents/carers can come into the school directly to discuss the matter with their child and the school so that the matter can be resolved.
- Advise the student that failure to eliminate suspicion means that the matter can not be resolved; failure to cooperate in such a process will lead to an Exclusion.
- Call the police and ask them to conduct a full search.
- After any search involving an individual student as a result of believing that they hold an item which could impact on the Health and Safety of the school community or individual, then parents/carers will normally be contacted.

Use of reasonable force:

‘Reasonable in the circumstances’ means using no more force than is needed in order to exert CONTROL or RESTRAIN a student to prevent students from hurting themselves or others, from damaging property, or from causing disorder.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

All members of school staff have a legal power to use reasonable force and are authorized to do so when necessary.

The provision applies when a member of staff is on the school premises, and when he or she has lawful control or charge of the student concerned elsewhere eg on a school trip or other authorized out of school activity.

Use of reasonable force – Positive Handling

(See the School Positive Handling Policy)

What is Positive intervention (reasonable force)

'Reasonable in the circumstances' means using no more force than is needed in order to exert **control** or **restrain** a student to prevent students from hurting themselves or others, from damaging property, or from causing disorder

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

Definitions of Control and Restraint:

Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.

Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.

Who can use reasonable force within a positive intervention:

All members of school staff have a legal power to use reasonable force and are authorised to do so when necessary.

The provision applies when a member of staff is on the school premises, and when he or she has lawful control or charge of the student concerned elsewhere eg on a field trip or other authorised out of school activity.

Positive handling Is	Positive handling IS NOT
Physically interposing between young people Blocking a young person's path 'Hold' or 'Shepherd' a young person with your hand in the centre of the back In self-defence, using agreed, approved restricted holds	Holding around the collar or neck Restricting a student's ability to breathe Holding face down Slapping or hitting Twisting or forcing limbs against a joint Holding or pulling by hair or ear Locking in a room

Preventing an Incident from Escalating

Do	Do Not
Be familiar with and identify early warning signs Call for assistance from other members of staff and alert SLT Remove other young people from the immediate area Use strategies that have been successful before Attempt to divert the young person or diffuse the situation Encourage the young person to make positive choices and develop self-control Give clear directions for behaviour to stop Remind them about the rules and likely outcomes Make the environment safer by moving furniture and removing objects which could be used as weapons Guide or escort students to somewhere less pressured	Attempt to use positive handling strategies without suitable training: they are likely to be ineffective and hurt both the adult and young person involved Leave the young person unsupervised Lock the young person in a room Cause alarm through 'Shouting' or 'Crowding' the young person

Examples of when schools can use reasonable force include:

- To prevent a student from attacking a member of staff or another student, or to stop a fight in the playground
- To restrain a student at risk of harming themselves through physical outbursts
- To prevent a student from deliberately damaging property that holds significant value
- To prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- To remove disruptive children from the classroom where they have refused to follow an instruction to do so
- To prevent a student behaving in a way that disrupts a school event or a school trip or visit

Staff cannot use force as a punishment – it is always unlawful to use force as a punishment.

Recording:

The Principal or other senior member of staff is responsible for interviewing a colleague who has restrained a young person and recording the incident in writing as soon as possible. The report should contain the following: -

- The names and personal details (gender, ethnicity, age, SEN etc) of young person(s) involved.
- Time & Location
- Names and witnesses
- Details of how the incident was triggered and progressed, with details of observed behaviour
- Details and outcomes of the steps taken to diffuse the situation
- The degree of force used, how applied and for how long
- Suggested strategies for assessing risk for the future
- **Telling parents/carers when force has been used on their child**
- The school rarely needs to use force to restrain students. When such an incident occurs, it would be expected that the incident be referred for disciplinary action with accompanying accounts of the incident. Parents/carers would be informed under these circumstances.

What happens if a student or the parent/carer makes a complaint?

All complaints about the use of force are investigated appropriately and the outcomes of the investigation would be shared with the complainant.

If a complaint is made, the guidance from the Department of Education makes it clear that the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably. Lawful use of the power provides a defence to any complaint or legal action.

What about other physical contact with students?

The school recognises that there are a number of legitimate reasons for physical contact between students and staff. Examples are demonstration of techniques or for safety reasons in practical subjects such as Physical Education. Examples would also include first aid, consoling students or congratulating them.

Other relevant points:

This policy does not cover all the situations in which it might be reasonable for someone to use a degree of force. Everyone has the right to defend themselves against an attack provided that they do not use a disproportionate degree of force to do so.

The school notes its legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).

REWARDS

Good behaviour will be rewarded by:

- Being praised for working hard, being polite or showing consideration towards others.
- Being praised for making a significant achievement.
- Praised termly with year coordinator and subject certificates and postcards.
- Achievement points which constitute House points.
- Displays of their work.
- Prizes on special occasions.
- Each class votes for a 'pupil of the week' in circle time and a certificate is awarded and their photograph is displayed in a frame prominently in the classroom.
- Rewarding of ties in;
- Year 9 - the issue of upper school ties in the summer term for those pupils showing excellent progress, attendance, punctuality and behaviour
- Year 10 - the issue of gold and black ties throughout the academic year for those pupils showing excellent progress, attendance, punctuality and behaviour
- Year 11 - the issue of gold ties throughout the academic year for those pupils showing excellent progress, attendance, punctuality and behaviour

APPENDIX A: CBSC Behaviour Sanctions Route.

Attached PDF

Appendix B: Items not permitted in school

Items not permitted in school

In the interests of the health and safety of students, staff, other members of the school community and visitors to the school, the school asks parents and students to ensure that any inappropriate and dangerous items, or any inappropriate and harmful substances, are not brought in to school. In the majority of cases the application of common sense will easily determine what should not be brought in to school.

The list below is not exhaustive but is intended as a guide. The specified items on the list, and any item that would fall into the first 3 categories, should not be brought in to school.

Sanctions under the Student Behaviour Policy may be applied to any student found in possession of any banned item or any item that the school deems to be unsuitable and dangerous. The school reserves the right to exclude students in extreme cases, or when students or parents have received warnings about banned items.

Banned Items may also be confiscated and **NOT RETURNED** to students or family under the DFE

1. FIRE LIGHTING EQUIPMENT

- Matches, lighters, etc

2. DRUGS and SMOKING EQUIPMENT

- Cigarettes
- E-cigarettes
- Tobacco
- Cigarette papers
- Alcohol
- Solvents
- Any form of illegal drug
- Any other drugs except medicines covered by the Prescribed Medicines Procedure

3. WEAPONS and OTHER DANGEROUS IMPLEMENTS or SUBSTANCES

- Knives, including pen knives and craft knives
- Razors
- Catapults
- Guns of any kind, including replicas and BB guns
- Laser pens and LED torches
- Knuckle dusters and studded arm bands, bracelets, etc
- Whips or similar items such as long chains
- Pepper sprays and gas canisters (e.g. CS gas)
- Fireworks or explosives of any kind
- Dangerous chemicals (e.g. strong acids and alkalis, bleaches, hair dyes, etc)

4. Other Items

- Any form of liquid based correction fluid

Note: students may use correction tape and correction tape devices

- Chewing gum
- Energy drinks
- Offensive material (pornographic, homophobic, racist etc)
- Any aerosol (other than essential medication)

Note: students should use non-aerosol deodorants

- Cameras

5. Uniform

- Year 7 to 11 No Jewellery
- Non-School Coats
- No Offensive Items of clothing / Jewellery

6. Mobile Technology

Mobile phones are not banned from school, but should be off once on the school site.

Mobile technology may be confiscated for failure to follow instructions or at a senior teacher's discretion

Note: the school reserves the right to confiscate cameras or mobile phones and to delete any unauthorised pictures or video recordings of students or staff