



**OUR LADY'S  
HIGH SCHOOL**



*'Shaping Tomorrow,  
Inspired by Faith'*

@OLCHSHackney   

# Behaviour Policy

**SEPTEMBER 2018 - DRAFT**

SLT: DSM

|                            |   |                        |
|----------------------------|---|------------------------|
| <b>Approved by:</b>        | FGB   | <b>Date: June 2017</b> |
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*SLT Lead: Deputy Headteacher: Behaviour and Inclusion*

*Approval body: Ethos, Teaching & Learning Committee*

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## Introduction

Our Lady's Catholic High School is a place for learning. We achieve this by maintaining high expectations of the individual, appreciating that we are all members of a diverse community, living our Catholic faith and embracing the values of our Servite founders:

- Compassion
- Service
- Community
- Openness/Respect for Diversity
- Holistic Approach
- Marian Identity
- Universality
- Evangelisation

## 1. Underlying Principle

We are each unique individuals, created in the image of God and relationships are formed through mutual respect between all members of our community.

Our aim is to be proactive in promoting good behaviour, reminding students of our expectations and celebrating all the successes in school. Students should be very clear as to the consequences of choosing to behave inappropriately and these consequences will be applied fairly and consistently.

**Our guiding expectations are that students are to be PEACEFUL,  
POLITE and PUNCTUAL at all times.**

## 2. Expectations

The role of a school in the life of a child should not be underestimated. As well as teaching students subjects like English, Maths, and the Sciences, schools also teach students how they should behave in society: one of our most important roles is to provide students with very clear guidance about what it is okay to do, *or not do*, in the real world.

With this in mind we have broken our key expectations of our students down into six key words: three of these are described as our, 'Community Expectations' and the other three, as our, 'Learning Expectations'.

### Community Expectations:

- PEACEFUL
- POLITE
- PUNCTUAL

### **Learning Expectations:**

- EYES
- ENGAGEMENT
- EFFORT

### **Community Expectations**

#### PEACEFUL

We expect students to act and move around the building in a peaceful, calm and quiet way. If a student acts and moves peacefully, calmly and quietly in and around the building then they are ready to learn and ready to allow others to learn.

#### POLITE

We expect students to behave and respond in a polite way to those they interact with in and around the school. If a student engages with staff, other students and visitors in a way that is polite and respectful then they are ready to learn and ready to allow others to learn.

#### PUNCTUAL

We expect students to arrive to school and lessons on time. If a student always arrives to school and lessons on time then they are present for 100% of the learning time and are not interrupting their own or others learning, in essence: they are ready to learn and ready to allow others to learn.

### **Learning Expectations**

#### EYES

We expect students to look at the person who is talking to them and at the information being shared with them. If a student is looking at the person they are talking to, or the information being shared with them, then they will be able to access the learning opportunity in that moment.

#### ENGAGEMENT

We expect students to engage with each activity in every lesson they go. They show this by sitting up straight and listening to the person speaking. If a student is on task 100% of the time then there will be no distraction to their learning and they will be able to access the learning opportunity in that moment.

#### EFFORT

We expect students to try to overcome every challenge they face in their learning. If a student challenges themselves to make progress in their learning everyday then they will access the learning opportunities being offered to them.

Any student who is meeting these expectations *will* make progress in their learning and will allow others to make progress in their learning. The rest of this document sets out in more detail how the school has turned these expectations into a workable and understandable structure to help support

students to access their learning in the a way that allows the school to be a safe and supportive environment for all of our students and staff to learn in.

### 3. Rewards and Achievements

In order to reward excellent behaviour, attitude, and work, students will be rewarded using achievement points recorded electronically on the school system.

Achievement points will be rewarded for excellent work and attitude in lessons, and can also be awarded for excellent attitude and contributions to the school community outside of lessons.

Students work towards particular awards which are received when they achieve a fixed number of achievement points. By receiving these rewards students will also be contributing towards their form class total.

These awards start with **text messages home** from Form Tutors and Heads of Year before moving onto **letters** from one of the Assistant Head Teachers, the Deputy Head Teacher and finally the Head Teacher. For those receiving the most achievement points, there will be **special lunches** with the Head Teacher and then one of school Governors. In addition to this there will be opportunities for students to take part in events which are organised to reward and recognize excellence.

### 4. Categories of Inappropriate Behaviour

The school aims to provide a safe, secure and supportive learning environment where students can learn to the best of their ability and where teachers can teach to the best of their ability.

Inappropriate behaviour at Our Lady's Catholic High School is divided into different categories. These categories are organised in a way that recognizes the potential serious impact a type of behaviour could have on an individual or the school community as a whole.

Within this structure, the types of behaviour categorised as a C1 attract the most low-level consequence while behaviour categorized as a C5 open a discussion about whether permanent exclusion is an appropriate consequence for the behaviour that was displayed.

The categories of behaviour also act as the mechanism that triggers different levels of support and intervention to help students reflect upon and avoid a repetition of unacceptable behaviour.

Within this structure, whole groups of students should **not** be held responsible for the actions of individuals unless there are very exceptional circumstances.

The school requires students to meet our behavioural expectations outside of the school premises and will apply behavioural consequences any time students **fail** to do so this when they:

- are taking part in a school organised or school-related activity
- are travelling to and from school
- are wearing our school uniform
- are, in some way, identifiable as a member of our school

The school will also hold students accountable for their behaviour, inside or outside of the school

premises, when it:

- has repercussions for the smooth running of the school
- poses a threat to another student, member of staff or member of the public
- could adversely affect the reputation of the academy

In any of these circumstances the school may take the decision to notify the police of the student's behaviour through the school's safer schools officer.

OUR LADY'S HIGH SCHOOL  
**CONSEQUENCES**

|  |  |  |   |   |
|--|--|--|---|---|
| <p style="text-align: center;"><b>C1</b><br/><b>CARELESS</b></p> <p><i>Consequence for behaviours such as:</i></p> <ul style="list-style-type: none"> <li>• lack of punctuality</li> <li>• incorrect uniform</li> <li>• poor organisation</li> <li>• mobile phone seen or heard</li> <li>• eating/drinking inappropriately</li> </ul> <div style="text-align: center; border: 2px solid red; border-radius: 50%; padding: 10px; margin: 10px 0;">             RECORDED<br/> <b>C1</b><br/>             SUBJECT REPORT         </div> <p>Repetition:<br/>5 x C1 =<br/>SLT detention</p> | <p style="text-align: center;"><b>C2</b><br/><b>DISRUPTIVE</b></p> <p><i>Consequence for behaviours such as:</i></p> <ul style="list-style-type: none"> <li>• <i>persistent disruption of learning</i></li> <li>• <i>disruption on the playground or corridor</i></li> </ul> <div style="text-align: center; border: 2px solid red; border-radius: 50%; padding: 10px; margin: 10px 0;">             10 MIN REFLECTION<br/>             SLT DETENTION<br/> <b>C2</b><br/>             HOD / FORM REPORT         </div> <p>Repetition:<br/>5 x C2 =<br/>IER</p> | <p style="text-align: center;"><b>C3</b><br/><b>RUDENESS</b></p> <p><i>Consequence for behaviours such as:</i></p> <ul style="list-style-type: none"> <li>• rudeness</li> <li>• repetition of poor behaviours</li> </ul> <div style="text-align: center; border: 2px solid red; border-radius: 50%; padding: 10px; margin: 10px 0;">             INTERNAL EXCLUSION<br/> <b>C3</b><br/>             HOY REPORT         </div> <p>Repetition:<br/>5 x C3 =<br/>Fixed Term Exclusion (FTE)</p> | <p style="text-align: center;"><b>C4</b><br/><b>OFFENSIVE</b></p> <p><i>Consequence for behaviours such as:</i></p> <ul style="list-style-type: none"> <li>• abuse</li> <li>• aggression</li> <li>• repetition of poor behaviours</li> </ul> <div style="text-align: center; border: 2px solid red; border-radius: 50%; padding: 10px; margin: 10px 0;">             FIXED TERM EXCLUSION (FTE)<br/> <b>C4</b><br/>             SLT REPORT / IBP         </div> <p>Repetition:<br/>Context specific<br/>FTE or PEX will be considered</p> | <p style="text-align: center;"><b>C5</b><br/><b>UNACCEPTABLE</b></p> <p><i>Consequence for behaviours such as:</i></p> <ul style="list-style-type: none"> <li>• criminality</li> <li>• aggression</li> <li>• repetition of poor behaviour</li> </ul> <div style="text-align: center; border: 2px solid red; border-radius: 50%; padding: 10px; margin: 10px 0;">             PERMANENT EXCLUSION (PEX)<br/> <b>C5</b><br/>             IBP / PSP         </div> <p>Repetition:<br/>Context specific<br/>FTE or PEX will be considered</p> |
|--|--|--|---|---|

**Category 1 (C1) describes behaviour that can be considered as 'careless' and is recorded by the classroom teacher**

This category of behaviour covers issues such as **lateness to lesson, uniform, organisation (lack of equipment), mobile phone and eating/drinking**. These are the 'nuts and bolts' of a student coming to school and being ready to learn.

Any student failing to meet these most basic of expectations will be reminded about what the school expectations are and may receive a C1 for failing to meet that expectation. That means that the member of staff will record on the school system that the student failed to meet our expectation in that area. If the teacher reminding the student feels that they need to go into more detail about the matter with the student, then they may well ask the student to remain with them for a 10 Minute Detention. For more information on detentions, please see the section on 'Detentions' below.

After every fifth C1 received by a student, the consequence of a lunchtime SLT Detention will be applied.

### **Category 2 (C2) describes behaviour that persistently disrupts the learning of others and will result in a student being removed from that learning space for the remainder of that lesson**

Learning is at the heart of everything we do. With this in mind, no student has the right to disrupt the learning in the classroom. Teachers will use a combination of least invasive behaviour management techniques to manage the behaviour of the students in their classroom. This means that every student will be given the opportunity to modify their behaviour so that they can focus on their learning.

Any student who does not modify their behaviour, and continues to disrupt the learning in the classroom, will be removed from that learning space. The student will then be taken to one of two spaces depending on the behaviour they have displayed:

- If the student has persistently disrupted learning then they will be taken to the Reflection Room for the remainder of that lesson or lessons if it is a double lesson (please see 'Reflection Room' below for further information about the Reflection Room)
- If, on the other hand, whilst disrupting learning, the student has displayed behaviour that is rude or defiant then they will be taken to the Internal Exclusion Room (IER) to allow the incident to be investigated further (please see 'Category 3 (C3)' and 'Internal Exclusion Room' below for further information about either or both of these topics)

If a student is removed from **more than two (2) lessons** in any one day then they will be placed in the IER for the remainder of that day. If a student is removed **from five (5) lessons** in a half-term then they will be placed in the IER for one day.

Another type of behaviour that has been categorized as a C2 is the disruption of the line up. This will result in an automatic after school detention for one hour (please see 'Line Up' below for more information).

### **Category 3 (C3) describes behaviour that is rude or defiant and will result in the student being placed in the Internal Exclusion Room**

As well as teaching students subjects like English, Maths, and the Sciences, schools also teach students how to behave in society: one of our most important roles is to provide students with very clear guidance about what it is okay to do, *or not do*, in the real world.

With this in mind, any behaviour that is not okay in society is not okay in school. This includes any behaviour, whether verbal or physical - words, body language, action or facial expression - that can be interpreted as being rude or defiant.

As such it is difficult to provide a definitive list of every act or action that could be defined as rude or defiant: the school will define in each case what is rude and defiant. An example of this is where a student 'kisses' or 'sucks' their teeth at, in the presence of, or in response to, a teacher.

Most obviously this occurs when a student does this directly to the teacher as the teacher is talking to them. Just as critically though, a student could do this as a teacher is walking past them, or after a teacher has had an interaction with a student and is walking away. It could even be after a teacher has had some sort of interaction with a student and the student is walking away and facing in a completely different direction.

In short, *any* situation where a teacher has had some form of interaction with a student (even just passing them in the corridor) and the student then 'kisses' or 'sucks' their teeth in the hearing or presence of that teacher, or another member of staff, is unacceptable and will be met with a consequence of at least one day in the IER. Any protests that the student was not 'kissing' or 'sucking' their teeth directly at the teacher will not be regarded as credible.

### **Category 4 (C4) describes behaviour that is offensive, aggressive or dangerous and may result in a student receiving a Fixed Term Exclusion (FTE)**

The safety and wellbeing of our students is of the utmost importance to the school. Any behaviour that threatens the safety or wellbeing of students is treated very seriously at Our Lady's. Any student who engages in this type of behaviour of behaviour may receive a fixed-term exclusion (FTE). This means that the student will not be allowed to attend school for a certain number of days.

Types of behaviour that are categorized as C4 include the following:

- verbal abuse or aggression towards staff
- verbal abuse or aggression towards students
- physical abuse or aggression towards staff
- physical abuse or aggression towards students
- *any* behaviour that is regarded as bullying (please see Appendix A for a description of 'bullying')
- any racist incident or incident based on hate or prejudice
- bringing the school into disrepute
- making a malicious allegation against a member of staff
- making a malicious allegation against another student
- being beyond the verbal control of staff, for example, failing to engage with a consequence for behaviour
- theft
- criminal damage
- graffiti
- disruption to the smooth and peaceful operation of the school
- dangerous act, for example, throwing an object over a balcony
- refusing to undergo a search or screening process
- repetition of behaviour

Please see 'Fixed-term Exclusion' below for more information about fixed-term exclusions.

### **Category 5 (C5) - Permanent Exclusion**

Permanent exclusion is the most serious consequence that a school can apply.

As such, it is only used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain at the school would seriously

harm the education or welfare of the student or others in the school.

As a broad guide, the behaviour that would be categorised as C5 and which could result in the consequence of permanent exclusion being applied is as follows:

- physical aggression (including bullying)
- sexual misconduct
- criminal damage
- unlawful possession of drugs (illegal drugs or inappropriate use of prescription drugs) or alcohol (including for personal use or for the purpose of supplying to others)
- theft
- possession of a weapon (replica or real)
- possession of an item that poses a potential threat to the safety of others
- any racist incident or incident based on hate or prejudice
- refusing to undergo a search or screening process
- bringing the school into disrepute
- making a malicious allegation against another student or a member of staff
- failing to attend or engage with other consequences as listed in this document
- persistent breaches of the school's behaviour policy

Any such decision will not be taken lightly and contact with the home will have been made prior to this decision being reached (please see 'Permanent Exclusion from School' below for further information).

## 5. Reflection Room

The Reflection Room is a space that students are taken to when they have been removed from a lesson for persistently disrupting the learning of others.

Whilst in the Reflection Room students are given the opportunity to complete a Reflection Form. They also have the opportunity to talk through the incident that led to them being removed from their lesson with a member of staff. The student then goes to their next lesson and, provided they do not distract the learning, will be in their lessons for the rest of that day.

At the end of that day the student returns to the Reflection Room to have a Re-entry Conversation with the classroom teacher who asked for them to be removed from the lesson. The aim of the Re-entry Conversation is to facilitate the re-entry of the student into the next lesson.

If a student fails to attend a Re-entry Conversation at the end of the school day then the school will regard this as an act of defiance since the student has opted out of a process that is designed to facilitate their re-entry into a learning space. As a consequence the student will be placed in the IER the following day.

## 6. Detention

The school operates four types of detention:

- 10 minute Classroom Teacher Detention
- 20 minute Late Detention
- 40 minute SLT Lunchtime Detention
- 60 minute SLT After-school Detention

The 10 minute Classroom Teacher Detention provides a space for a classroom teacher to talk to a student about something that has happened in a lesson.

The 20 minute Late Detention takes place everyday at lunchtime and is a consequence for being late to school that day.

The 40 minute SLT Detention is a consequence for a student accumulating 5xC1s during the course of a half-term.

The 60 minute SLT After-school Detention runs on a Wednesday and Friday afternoon and is a consequence for missing a 40 minute SLT Lunchtime Detention or for disrupting the line up at tutor time, break time or lunchtime. If a student fails to attend a 60 minute SLT After-school Detention then they will be placed in the IER the following day.

## 7. Internal Exclusion Room (IER)

Internal Exclusion is a serious consequence that means a student will not follow their normal timetabled day and will not be allowed to mix with their peers or friendship groups at social times.

A student may be placed in the IER without notice for a relatively short period of time whilst an incident is investigated further.

Alternatively, a student may be placed in the IER for a whole school day or even two days as a consequence for the behaviour that a student displayed.

If the IER is being used as a planned and agreed consequence for a specific behaviour that was displayed by a student then a member of staff - usually the HoY but it may also be a member of SLT - will contact home the day before a student is placed in the IER.

In cases where a student is being placed in the IER for the purposes of an investigation, it may not be possible to contact home the day before the student is placed in the IER; in such cases contact home will be made at some point during that day.

Where students fail to meet expectations in the IER, or refuse to go into the IER, a member of SLT will be called to remove the student immediately or manage the situation. Parents will be contacted and requested to collect their daughter from school. This will then be recorded as a FTE (either half or a full day, depending on the time).

**As the student has failed to satisfactorily complete the internal exclusion, the student will be required to return to the IER the following day in order to complete the internal exclusion to the**

school's satisfaction. Failure to do so will result in a further fixed term exclusion being applied.

## 8. Fixed Term Exclusion (FTE)

A fixed term exclusion is a very serious consequence authorised by the Headteacher or, in the absence of the Headteacher, the senior member of staff acting in that role. It means that a student will not be allowed to attend school for a certain number of days - a 'fixed-term'. The number of days a student is excluded for will be determined by the seriousness of the circumstances of the incident that has led to the exclusion.

A member of the Strategic Leadership Team will contact home on the day a decision to apply a FTE is made. A full explanation of the circumstances surrounding the incident will be given as soon as it can be given but it may not be possible to give this explanation during that first contact with home.

The student concerned will be provided with a key stage specific pack of work to take home and complete during the course of the FTE or access will be arranged for them to complete work on the school internet system.

A date and time for a Return from Exclusion Meeting with parents and the student concerned will be arranged and, following a satisfactory return from exclusion meeting, the student will be placed on SLT Report for one complete cycle of the timetable which takes two (2) weeks. Any referrals and support mechanisms agreed at the return from exclusion meeting will be made/out in place.

## 9. Permanent Exclusion

Permanent exclusion is the most serious consequence that a school can apply. As such, it is only used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain at the school would seriously harm the education or welfare of the student or others in the school.

By the nature of what it is, the permanent exclusion of a student cannot be anything but a distressing experience for all concerned. The school is aware of this and will try to manage the process as sensitively as the circumstances of the permanent exclusion allow.

## 10. Reports

The system of reports at Our Lady's Catholic High School is a supportive process that allows the student to make progress in a specific area that is often, but not always, connected to behaviour. A student will be placed on a report because their behaviour has gone beyond a certain threshold on the 'Behaviour Categories' chart.

The fact that a student has gone beyond a certain threshold means that, at some level, their conduct is a cause for concern. The reporting system seeks to support the student in overcoming this concern by actively involving them in identifying the area that they need to make progress in and developing strategies that will allow them to make progress in a clear and measurable way.

When a student is placed on report they will sit down with the respective teacher and have a conversation about how their conduct is impacting on their learning. The outcome of this

conversation will be one target that will be written on the appropriate report card and that the student will carry with them and hand to their subject teachers for each of their lessons. Ownership of the report and the target will allow the student to make progress in their learning.

## 11. Specific Expectations

### A. Expect to be Reminded

If a student is breaking any of the school rules - on uniform, behaviour, punctuality or otherwise - then they must expect a member of staff to remind them about that rule they are breaking. The student's response to being reminded what the rule is will be the most important factor in shaping the outcome of that conversation with the member of staff.

We expect students to respond in a polite and peaceful way when they are reminded about a school. The member of staff reminding them about the rule will expect the student to comply with that reminder.

### B. Failure to give name

If a student fails to **give their name when requested by a member of staff**, then the consequence of an SLT Detention will be applied.

In order to ascertain the name of a student a student will need to accept that they may be asked to remain where they are or, alternatively, may be asked to accompany a member of staff to specific office or other location in the building until their name can be ascertained; students will be expected to comply with any such requests.

### C. Mobile Phones: 'Out of sight; out of sound'

The school site is a 'Mobile Free Zone' – this means that students should ensure that their phone is switched off and completely 'out of sight and out of sound' at all times when on the school premises. The school gates mark the start of the 'Mobile Free Zone'.

To allow students to contact their parents at the **end of the day** in the relative safety of the school premises students are allowed to use their phones in the playground. This is a very specific exception based on considerations of safety - the use of the phone must be after the school day and in the playground only.

Any phone seen on site, at any time, will be confiscated, placed in an envelope and safe place in the school office and returned to the student at the end of the school day. The incident will then be recorded as a C1 on the school system.

If a student **refuses to hand over a mobile phone**, then the incident will be logged as a C3 - the student is being defiant - and the consequence of an IER will be applied.

### D. Dyed hair / Extensions / Artificial nails

Students will be expected to remove as many of these as they can on the first day they attend school with them. They will receive a C1 for inappropriate uniform/make-up and will also be given a short

time scale (usually the following weekend) to dye the hair back to its natural colour/remove the extensions/remove the artificial nails. **Failure to comply by the deadline set will result in a day in the Internal Exclusion Room.**

### **E. Inappropriate piercings**

Students will be expected to remove piercings and the jewellery will be confiscated. A student will receive a C1 for inappropriate uniform/make-up on the day she arrives with them and will also be told to remove the piercing(s) that evening. **Failure to comply by the deadline set will result in a day in the Internal Exclusion Room.**

### **F. Nail varnish/make-up**

Students will be sent to Reception to remove.

### **G. Incorrect shoes / no blazer**

Students may be sent home to change shoes/collect blazer and return to school as quickly as possible.

### **H. Incorrect coat / scarf / school bag**

First offence – warning/C1: have correct item on following day.

### **I. Jewellery**

Students must not bring items into school of value more than £20.

Only the following jewellery is acceptable for school wear:

- a plain wrist watch
- single STUD - one in the lobe of each ear no larger than 6mm in diameter

The following items are therefore not acceptable and will be confiscated under the school's procedures:

- nose or facial studs of any kind or description; ear cartilage piercings of any kind or description, earrings other than studs; rings; necklaces; bracelets

The confiscated item will either be returned to the student during the last week of half-term or a parent can collect the item on the Friday of the week following the confiscation during the times 8:45am - 9:00am or 3:30-4:00pm.

### **J. Outside School**

The school's behaviour policy applies to all students when outside school including when travelling to and from school and/or on journeys during the school days as well as when they are in local shops. It is particularly important that students respect our 3Ps (Peaceful, Polite & Punctual) when representing the school in our local community.

In particular, any rowdy or illegal behaviour in local shops will lead to a school imposed consequence

as well as the store potentially imposing their own ban. Students should take responsibility for their own behaviour and ensure that they do not congregate in large, noisy groups either in shops at bus stops or in Stamford Hill station. They are expected to show consideration for other members of the public and act in a peaceful, polite manner at all time.

Students who breach the school's Behaviour Policy whilst easily identifiable as a student from Our Lady's Catholic High, or in school uniform, will be dealt with in the same manner as if the incident had taken place at the school. This includes, but is not limited to, travelling to and from school, taking part in any school organised activity including work experience and school trips.

For misbehaviour at any other time, whether or not in school uniform, the school may impose disciplinary procedures if;

- The behaviour or act could have repercussions for the orderly running of the school; or
- if the behaviour or act poses a threat to another student or member of the public; and/or
- any such behaviour or act could adversely affect the reputation of the school.

### **K. Bullying**

The school believes that every student has the basic right to attend school without fear of being abused or made unhappy by any other student.

Our Lady's Catholic High School is totally opposed to bullying of any kind. No student should accept any form of bullying, and should notify a member of staff immediately where this occurs, including on the way to and from school. For example, they may notify a teacher or speak to the Chaplain, or ask to see a Learning Mentor.

Please see Appendix A for a description of 'bullying'.

## **12. Managed Moves**

The school will participate in the Managed Move Programme organised through Hackney Learning Trust's Exclusions Team.

The managed move process seeks to provide an intervention in regard to students with challenging behaviour where they transfer to another school within the borough to ensure continuity of education without recourse to exclusion.

The school transfer is dependent on another Hackney secondary school agreeing to accept the student.

Students with statement of special educational needs or an education and health care plan cannot participate in the managed move programme.

The Headteacher must be of the view that the student's behaviour may be modified and improved by their attendance at a different school; students do not have the automatic right to participate in the managed move programme.

Parental consent must be given before a managed move is investigated.

### **13. Alternative Provision**

The Headteacher has the authority to direct students off-site for education to help improve their behaviour. The school uses the Tri-Borough Alternative Provision (TBAP) located at the Haringey Irish Cultural & Community Centre in Tottenham. The school will meet with the parent or guardian of any student who is being referred to TBAP prior to the student beginning their placement.

## APPENDIX A: Bullying is Unacceptable

**Everyone** in our school has the right:

- to feel happy, safe and included; and
- to work in an environment without feeling picked-on, singled-out or afraid of others.

**Bullying is** when one person or a group of people dominates or tries to be in-charge of another person. It is usually not just a one-off thing but often fits into a pattern of behaviour and someone has usually spent time thinking about it. Bullying is:

- hurtful;
- often repeated over a period of time; and
- difficult for the person to defend themselves against.

**Bullying takes place in many ways.** Make sure you can recognise what different types of bullying can look like:

- physical - hitting, kicking or taking another's belongings
- verbal - name-calling, insulting, making offensive remarks
- indirect - spreading rumours and nasty stories about someone, or keeping someone out of a group, sending nasty e-mail or messages on a phone or computer or posting any horrible messages or photos on the internet

**Bullying can also be** on the grounds of:

- racial and ethnic origins, physical appearance, sexual orientation or a person's special educational need or disability

Be aware that **cyber-bullying** is now the main form of bullying.

**If you are being bullied:**

- try to stay calm
- it is not your fault so don't blame yourself
- speak to an adult you trust; if you're scared to speak to an adult on your own then ask a friend to come along with you
- KEEP SPEAKING UP UNTIL SOMEONE LISTENS AND THE BULLYING STOPS

## APPENDIX B: Offensive Weapon/ Knife/ Bladed and/or Pointed Article

### Legislation

It is an offence, under section 139A of the Criminal Justice Act 1988, to carry an offensive weapon or knife on school premises. The definition of school premises here is in its widest sense, including not just the buildings, but the playground and any playing fields within the school's curtilage. It is also an offence to carry an offensive weapon or knife in a public place unless a person has a good reason or lawful authority for having the article with them.

Section 45 of the Violent Crime Reduction Act 2006 amends the Education Act of 1996 and makes provision for members of staff to search pupils. This came into force on 31 May 2007.

Part 7 of the Education and Inspections Act 2006 (which came into force on 1 April 2007) sets out the responsibilities of schools in relation to discipline. Section 93 specifically deals with the powers of school staff to use reasonable force to maintain good order and discipline at a school, as well as preventing the commission of an offence, personal injury or damage to property. Section 94 provides a defence in any proceedings relating to the confiscation of pupils' possessions.

The DfE believes that should a school wish to implement these powers, their use would be justified to keep pupils and staff safe in school, and therefore unlikely to contravene basic rights as laid down in the Human Rights Act of 1998.

### Statutory Defences

A person who could prove that they had good reason or authority for carrying a knife, (for example, an officer cadet) would have a general defence under the Offensive Weapons Act 1996. In addition, there are a number of other special exceptions which permit the carrying of knives:

- For use at work (for example, knives needed in school kitchens)
- For educational purposes (for example, tools needed for Design and Technology)
- For religious reasons (for example, a Sikh's Kirpan)
- As part of a national costume (for example, Scottish highland dress).

### Definition of an Offensive Weapon or Knife

Offensive weapons are defined in the Prevention of Crime Act 1953 as **'any article made or adapted for causing injury to the person, or intended by the person having it with them for such use by**

**them.'** Sections 139 and 139A of the Criminal Justice Act 1988 refer to any article that has a blade or point or is sharply pointed, except for a folding pocket knife or Swiss Army knife. Folding pocket knives or Swiss Army knives are not illegal to carry in public as long as the blade does not exceed three inches. However, if one of these knives is used in a threatening way, it will be regarded as an offensive weapon.

For the purpose of this policy a "weapon" is:

- A firearm of any description, including starting pistols, air guns and any type of replica or toy gun
- Any CS gas canister, pepper spray or other self-defence sprays
- Any of high-voltage electric stun gun
- Any knuckledusters or any one of a variety of weapons associated with the martial arts
- Knives, including all variations of bladed objects ie: pocket knives, craft knives, scissors etc.
- Explosives, including fireworks, aerosol sprays, lighters, matches
- Laser pens, compasses or other objects and domestic tools even if manufactured for a non-violent purpose but which has a potentially violent use ie: the purpose of keeping or carrying the object is for use, or threat of use, as a weapon.