



**URSULINE HIGH SCHOOL**  
**Wimbledon**

# Behaviour Policy

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## **1. Rationale**

This policy aims to ensure a school culture which fosters and helps promote positive behaviour supporting student and staff wellbeing. In order to develop excellence in every aspect of its life the Ursuline Mission Statement identifies certain aims.

These include: standards of excellence in teaching and learning, self-discipline and maturity respect for all.

The school's approach to behaviour management is based on the teachings of St Angela Merici who exhorted her followers to 'love those in their care'. We believe that respectful and kind relationships, where students are understood as individuals, creates the best climate for learning and helps develop important inter-personal skills for life.

Where behaviour falls below the acceptable standard the school adopts a restorative approach which encourages reflection on choices and determines a plan for improvement.

### **Self-Efficacy**

We encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between students and between staff and students.

We strive to provide a calm, safe and supportive environment where students want to attend and where they can learn and thrive.

This policy statement outlines how these might be achieved at the Ursuline. It describes the basic principles and aims on which the policy is based. It sets down the expectations of each member of the school community. It includes the school's Disciplinary Procedures, the Ursuline Dress Code and the Exclusion and Suspensions Policy. It applies to the main school and the sixth form. This policy has links with the Exclusions and Suspensions Policy, the Attendance Policy and the punctuality strategy, the SEND Policy, Positive Behaviour Support Policy, Prohibited Items Policy, the Substance Misuse Policy, the Online Safety Policy the Safeguarding & Child protection Policy, the Teaching & Learning Policy, the Anti-Bullying Policy, Anti-Racism Policy and the Equalities, Diversity &. Search Policy For Prohibited items (which includes a list) Drugs and illegal substances Policy

This policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

This policy is developed in line with the Department of Education's Behaviour in schools Advice for headteachers and school staff" September 2022

### **Governor responsibilities**

Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

## **2. Principles**

All relationships at the Ursuline High School are underpinned by respect and kindness.

Students have the right to learn, and teachers have the right to teach.

Students have a right to well-planned and differentiated lessons and an appropriate curriculum.

Good discipline is best promoted by purposeful learning.

Behaviour is a form of communication and we seek to understand students' behaviour in order to support them.

Unacceptable behaviour can be changed.

This policy addresses how students will be supported to meet high standards of behaviour so that all members of the school community can feel safe and belong.

### **3. Aims**

We aim to provide a safe environment in which all students can learn, thrive and reach their full potential and so create a culture which celebrates a wide range of achievement.

We aim to promote respect and kindness in all relationships and interactions.

This policy will be consistent in application and has clearly defined roles of designated staff and leaders.

These school systems and procedures will be clearly documented and communicated– including rules, routines, and consequence systems; mapped in Policy, Students induction documentation, school planners and communicated during parental meetings.

The Policy will foster an acceptance by all of a common responsibility for maintaining good behaviour, self-discipline, respect and promoting the school's basic guidelines . Through its application a safe environment will be ensured where students understand the principles of respect and explicitly not to threaten, respond or retaliate with violence.

Staff are inducted on the policy, and are provided with development and support – including regular training updates enabling them to become good adult and peer role models of caring and co-operative behaviour.

Students are inducted during transitions and are re-inducted into behaviour systems, rules, and routines at the beginning of each academic year. This is then recurrently reinforced in terms of expectations of positive attitudes and expectations. The Policy is inclusive in considering the needs of students and staff. Providing student support particularly for students with SEND –Specific roles and responsibilities of designated staff and the support provided to pupils with additional needs where those needs might affect behaviour.

The Policy is fully aligned with OFSTED expectations and is alert and responsive to the risks and impact of child-on-child abuse – including measures to prevent child-on-child abuse and the response to incidents of such abuse.

### **4. Guidelines**

Each member of the school community has certain responsibilities if a positive learning environment is to be achieved. The following guidelines describe actions that contribute to a positive relationship among students, parents, and teachers.

#### **4.1 Student Guidelines**

At the Ursuline High School, we expect you to:

### **Basics**

1. Treat others with respect and kindness
2. attend school daily except when ill or otherwise excused
3. behave responsibly on your way to and from school, do nothing to bring the school into disrepute
4. be on time for registration, assembly and all lessons
5. understand the school's Discipline Procedures
6. dress and appear in accordance with the Ursuline Dress Code
7. deliver school circulars to your parents and give absence notes and letters to your form tutor
8. use lockers for storage of personal belongings including mobile phones
9. do not use mobile phones in school, all mobile phones must be kept padlocked in lockers
10. refrain from using tobacco, vapes, alcohol, drugs or other controlled substances
11. understand that tobacco, lighters, vapes etc. will be confiscated and not returned
12. The school expects students to consent to a drug test in line with the school's substance misuse policy
13. sign a statement that you understand and consent to the responsibilities in these guidelines.

### **Curriculum**

1. follow and attempt to acquire the essential requirements of the school curriculum
2. express ideas and opinions in a respectful manner, avoiding hurt to others
3. assist staff in operating a safe school by not engaging in any activity which violates the rules of a particular classroom
4. complete and hand in homework on the designated day
5. mark all your textbooks, exercise books and personal effects with your name
6. be prepared for each lesson with appropriate materials

### **Respect**

1. respect other individuals and their property
2. respect other individuals by not engaging in any physical violence or physically intimidating behaviour
3. and not make profane, insulting, threatening or inflammatory remarks and/or gestures nor engage in disruptive conduct
4. co-operate with staff if any search of your property is needed (School search Policy)
5. respect the school by refraining from damaging or defacing it and by avoiding littering its grounds
6. eat and drink in the dining hall designated to your year group
7. Ensure that any use of social media is done in a responsible way that does not cause harm or offence
8. request changes in school policies and regulations in an orderly and responsible manner via school council or the consultative groups

## **4.2 Teacher Guidelines**

At the Ursuline High School, teachers are expected to:

### **Classroom**

- Witness the teaching standard expectations serving as appropriate role models in accordance with the standards of the profession

- develop and implement appropriate classroom management techniques ensuring good discipline by regular attendance, promptness and appropriate preparation
- maintain an orderly classroom atmosphere conducive to learning utilising effective teaching skills
- prepare and plan for the needs of all students making adjustments for students with additional needs, where appropriate and reasonable. These adjustments may be temporary. Adjustments should be made proactively and by design where possible. Not all students requiring support with behaviour will have identified SEND – recognition that other pupils may also require support thereby identifying students who may be in need of support to improve their behaviour.

### **Expectations**

- Expectation that positive, respectful and kind behaviour is taught through the key habits and routines required throughout the school.
- establish a rapport and an effective working relationship with parents, students and other staff members
- teach students to be self-disciplined
- encourage work habits that will lead to the accomplishment of both short-term and long-term goals
- understand and implement the school's Discipline Procedures
- teach students to respect others eg. Use of non-violence, non-retaliation to situations.
- Promote equal opportunities for all
- Actively promote the Anti-Racist Policy of the school
- Implement the Ursuline Dress Code.

### **4.3 School Guidelines**

#### **At the Ursuline High School we will:**

- Actively promote equal opportunities & our Anti-Racist Policy
- provide appropriate support and training for teachers in promoting respectful behaviour and dealing with behaviour problems, including de-escalation training
- develop a co-operative working relationship among staff and students
- support students in the development of self-efficacy
- assist students to learn mature self-discipline
- ensure students safety
- positively reward self-discipline.
- Promote and encourage positive behaviour for learning by giving rewards and offering opportunities for extracurricular activities and student leadership.
- take account of any contributing factors identified during a behaviour incident e.g bereavement, abuse or neglect, mental health needs, bullying needs including SEND (including any not previously identified), criminal exploitation, or significant challenges at home
- seek to try and understand the underlying causes of behaviour and whether additional support is needed. Schools need to manage student behaviour effectively, whether or not the student has underlying needs
- Provide support to remove barriers to learning and develop positive behaviour through pastoral support and referral to specific support systems such as a mentor, counsellor, Safer School Officer, Pastoral Support Assistant, School Nurse, specialist groups and partner agencies such as Social Care, CAMHS and Early Help Support.

- encourage parents to keep in regular communication with the school and encourage parental participation in parent/teacher evenings

#### **4.4 Parent Guidelines**

At the Ursuline High School, we expect you to:

- Support the school ethos of respect for others, including non-violence & non-retaliation
  - prepare your child emotionally and socially to be receptive to learning and discipline
  - encourage your child to develop good habits of diet, sleep and a healthy lifestyle
  - comply with school attendance requirements and promptly report and explain absences and lates to school
  - encourage your child to develop proper study habits at home
  - participate in parent/teacher meetings to discuss your child's progress and welfare
  - engage with support that the school offers in order to support your child's development of positive behaviour for learning.
  - support the Ursuline Parents' Association
  - ensure that your child is dressed as described in the Ursuline Dress Code
  - discuss reports with your child and contact the school if necessary
  - bring to the attention of the Head of Year any learning problem or condition that might affect your daughter's education
  - keep the school up to date with home and emergency telephone numbers and other pertinent information
  - be responsible for the behaviour of your child to and from school
  - never stop on the yellow 'zigzag' lines outside the school gate or in Crescent Lane
  - don't access Crescent Road during the restricted access times as set out in local bylaws
  - use appropriate car parking facilities if they are available
  - be familiar with the school's Discipline Procedures
  - monitor your child's use of social media to ensure that it is used responsibly and according to age restrictions and ensure it is not used to bully or intimidate other students or other members of the school community or used to put themselves or others at risk.
- The school expects parents to support the school's substance misuse policy in respect of students giving their consent to drug testing
- sign a home school agreement to show that you understand and consent to the responsibilities in these guidelines.

### **5. Roles & Responsibilities**

#### **5.1 Teachers' powers and responsibilities**

- Teachers are expected give rewards to students to encourage positive behaviour for learning.
- Teachers have a responsibility to safeguard students in line with the school's safeguarding policy and annual safeguarding training.
- Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- Teachers can discipline at any time the students are in school or elsewhere under the charge of a teacher, including on school visits.

- Teachers can also discipline students in certain circumstances when a student's misbehaviour occurs outside of school. If support staff witness this behaviour outside school, they can identify students and refer them to the Head of Year.
- Teachers have a power to impose detention outside school hours,
- The Headteacher or the Assistant Headteacher for Behaviour can impose a Saturday mornings detention.
- Teachers can confiscate students' property.
- Teachers can remove students from a lesson either to another lesson within the faculty or via SLT removal.

**The Headteacher has the right to:**

- Search a student on the basis of safeguarding so that the school is a safe environment for students and staff. In this way it is a vital measure to safeguard and promote student and staff welfare and wellbeing this maintaining high standards of behaviour for all to thrive.
- Search a student's bags if a student is suspected of carrying any stolen item, illegal substance or banned substance
- Carry out a drugs test should a student be thought to be under the influence of an illegal substance in school

**6. Power to use reasonable force**

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Schools retain the right to use reasonable force if a student refuses, but the decision will be on a case-by-case basis and staff must consider whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder. (Education act 2006)

The Headteacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, vaping paraphernalia, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

The school can also identify additional items in their school rules which may be searched for without consent and recognises that force cannot be used to search for these items.

Parents will be informed once any prohibited items have been identified and or removed from a student's possession.

**7. Disciplinary Procedures**

Disciplinary procedures may be used when the student is:

- In school
- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a student at the school.



- or misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school or poses a threat to another student member of the public or could adversely affect the reputation of the school.

## 7.1 Report system & Phases of Disciplinary Procedure

The school's disciplinary procedure consists of four phases. Each phase has an increasing level of intervention designed to assist a student to develop the self-discipline skills.

Teachers can give sanctions for negative behaviour for learning such as poor homework, no homework, uniform violations, lack of equipment etc. If a student receives 3 or more sanctions, they will be placed on green report and will report to their Form Tutor at the end of school each day. If lessons are reported as less than good students will receive a 5 minute detention for each less than good comment. Students who require monitoring or feel that they would benefit from daily contact may request to be placed on white report and will need to report to their Form Tutor at the end of every day.

### Phase 1

Phase 1 misbehaviours include, but are not limited to the following: persistent lateness; absenteeism, non-conformity to school rules, running in corridors, pushing in queues, loud noise, eating and drinking outside designated eating areas, failure to complete homework, inattention in lessons, violating safety rules, retaliation, throwing objects, obscene gestures, uniform violations, swearing, being out of lessons/ school without permission, failure to bring needed materials to lessons to class, Category A infringements of the Online Safety Policy (such as use of non-educational sites during lessons and unauthorised use of email and communications tools) and any action which brings the good name of the school into disrepute.

All these misbehaviours contradict the school's code of conduct.

**Action:** the student will be placed on **green** report for 2 weeks reporting daily to their **Form Tutor** **with a** 5 minute detention at the end of the day for each lesson recorded as less than good, up to a total detention of 30 minutes.

**Phase 2:** These misbehaviours are more severe and/or more persistent than phase 1 misbehaviours. Category B infringements of the Online Safety Policy (such as use of filesharing software for illegal downloading or accessing gaming sites)

The student's conduct infringes upon the rights of others.

**Action:** the student will be placed on an **orange report** for 2 weeks, reporting to Head of Year daily with a 10 minute detention at the end of the day for each lesson recorded as less than good, up to a total detention of 40 minutes

### Phase 3

Common phase 3 misbehaviours include but are not limited to the following:

Persistent and/or serious violations of phase 1 offences, insubordination including failure to consent to a drugs test, disrespect to staff, fighting, bullying, truancy, vandalism, theft.

Category C infringements of the Online Safety Policy (such as accessing offensive or pornographic material, use of systems to circumvent schools online-safety tools such as VPN and proxy sites or violating privacy of others or posts inappropriate messages, videos or images on a social networking site.)

**Action:** the student will be placed on red report for 2 weeks reporting to the Assistant Headteacher for Behaviour daily with a 15 minute detention at the end of the day for each lesson recorded as less than good, up to a total detention of 1 hour.

#### **Phase 4**

These misbehaviours are so severe or so persistent that the student has disrupted or threatens to disrupt the school's efficiency to such an extent that her presence in the school is not acceptable. This type of behaviour may initiate an internal exclusion, an immediate suspension or permanent exclusion.

Common phase 4 offences include but are not limited to:

Persistent violations of phase 3 offences, assault, possession or use of alcohol or drugs, Category D infringements of the Online Safety policy such as sharing or requesting of images or content of a minor that would be considered sexual or inappropriate, defamation of staff or the school online, malicious misuse of school images/logo or any action that damages the reputation of the school. Repeated refusal to engage with the school's disciplinary procedures or repeated refusal to follow instructions from a senior leader. Breach of a behaviour agreement may also result in a suspension.

Category E infringements of the Online Safety Policy such as engaging in sexual activity via school IT provision may result in permanent exclusion.

Headteacher will notify the LA, the student's social worker (as applicable), the virtual school head (as applicable) of all suspensions and exclusions regardless of length and any cancelled suspensions or exclusions.

The student's perspective of suspension and exclusion will be taken into account prior to the decision to suspend or exclude, they will be offered support of an advocate if needed. They will be informed of how their views were taken into consideration in reaching a decision.

#### **7.2 Return from Suspension**

**Action:** The student will be placed on red report for 2 weeks, reporting to AHT Behaviour daily with a 15 minute detention at the end of the day for each lesson recorded as less than good, up to a total detention of 1 hour.

A Pastoral Support programme (PSP) may be negotiated, depending on the circumstances, with clear targets for improvement between student, Head of Year, tutor and where possible parents and where appropriate external agencies.

#### **7.3 General procedures:**

At the end of each 2-week reporting phase there is a recommendation made by the Head of Year/Form Tutor as to whether a student should come off report or move up or down to the next phase. The reports work in stages with a student moving up and down through the phase e.g. -green - orange - red - red - orange - green. At any point any of these phases can be superseded if in the opinion of the Head of Year/AHT/ Deputy Head/Head, serious misbehaviour warrants such action. Failure to meet targets at red report stage will result in a suspension or permanent exclusion.

#### **7.4 Off-site direction, Managed Moves and Off-site Direction to Alternative Provision**

A managed move is a strategy that may be used to avoid the need for permanent exclusion. A managed move is a voluntary agreement between the two schools and parents/carers. It allows a student at risk of permanent exclusion to have a trial transfer to another school on a dual registration basis with a view to a permanent move to that new school. A managed move normally runs for 12 school weeks to ensure the student has the opportunity to meet the targets consistently. A formal review is held at around 6 weeks. In exceptional circumstances the plan can be extended. If a managed move fails during the prescribed period, the student will return to the home school.

Another alternative (or precursor) to suspension/permanent exclusion is off-site direction, which is temporary, does not require parental consent, is not a sanction but a requirement to attend another educational setting (e.g. Alternative Provision) to improve behaviour. Both initially require dual registration and as such a pupil will be subject to the Behaviour policy of both schools.

## **1. Detentions**

Teachers have a power to issue detention to students (aged under 18).

The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- a.** any school day where the student does not have permission to be absent;
- b.** Saturday detentions with notice
- c.** weekends - except the weekend preceding or following the half term break; and
- d.** non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'.
- e.** The head teacher gives permission for all members of staff to give detention in line with school policy

Parental consent is not required for detentions.

With lunchtime detentions, staff will allow reasonable time for the student to eat, drink and use the toilet.

Saturday detentions may be issued at the discretion of the Headteacher or Assistant Headteacher for behaviour such as the repeated refusal to engage with the school's disciplinary procedures or repeated refusal to follow instructions from a senior leader.

### **Detentions outside school hours**

School staff should not issue a detention where they know that doing so would compromise a student's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention will consider the following points:

Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the student can get home safely; and

Whether suitable travel arrangements can be made by the parent for the student. It does not matter if making these arrangements is inconvenient for the parent.

## **2. Support**

The daily report system provides one to one support and feedback to the student, the parent/carers, and the school on how well students are acting on advice and changing their behaviour.

Heads of Year and Senior Staff will triage students for additional support through the Assistant Headteacher Behaviour. This may include but is not limited to for mentoring within school, Emotional Well-Being support, School Counsellor and Education Well-Being Practitioner, SEND Dept for assessment, Virtual Behaviour Service at the LA, The SMART Centre for alternative placement and specialist support or external agencies like Catch 22, Jigsaw.

### **The Vine – Reset Room**

When a student is removed from a lesson by SLT at the request of the class teacher they are taken to The Vine. Students spend time in the Vine to regulate their emotions and behaviour so they can 1. return to lessons and 2. talk with the teacher (or other student/s) to repair relationships. This is of particular benefit to students with ADHD/ASC who are not being punished for aspects of their condition that are difficult to manage.

#### **Aims:**

- To support students who are disruptive to the learning of others
- To upskill staff to teach students the social skills to better manage relationships<sup>1</sup>
- To provide a restorative conversation with students removed from a lesson so that they understand the negative impact of their behaviour and how to improve it.
- To support staff with disruption free learning
- Avoid time out of lessons and suspensions

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<sup>1</sup> [Restorative Practices: Restorative Practices Isn't About Changing Students' Behavior - Bing video](#)

# Appendices

## Appendix - Disciplinary Actions

Intervention consists of working with the student at the first sign of concern to promote positive behaviour and self-discipline. Communication and co-operation are the key ingredients. Discipline techniques include, but are not limited to, the following: student self-assessment, a verbal reprimand, detention, duty assignment, referral, parent/teacher meeting.

### 1. Terminology

**Duty assignment** Students are required to pick up litter, remove graffiti, do dining room duties such as clearing plates or wiping tables.

**Report** Parents/carers will be informed as to the colour and reason for specific reports. A student placed on any report must bring their report each morning, report to the designated teacher and carry it with her throughout the day. She must present it at the start of each lesson to her teacher for signature and comment at end of the lesson. At 3.10 p.m. she should report to the Form Tutor/Head of Year/AHT Behaviour where a discussion will take place re: student's performance during the day and detention may be given.

**Detention** A student may be detained by a teacher for up to 15 minutes after school hours without notice. At least 24 hours' notice of a detention is normally given for a detention longer than 15 minutes (*apart from students who are on report as this is clearly stated on the front of the report signed by the parent/carer every evening*). School detentions are held each Friday at 2.00 p.m. The school reserves the right to detain any student until the end of the school day (i.e. 3.30 p.m.) on a Friday without notice. Whilst a student is on report the detention duration times outlined above will apply dependant on the phase.




**In-school suspension** In school suspension means that a student may be isolated from her peers in the school. During this isolation the student continues to receive and carry out such work as is possible. This may be used at any stage at the discretion of the head teacher/associate headteacher in order that all investigations can be followed through and/or as a "cooling" off period for the students.

**Behaviour contract** This is a written agreement between a student, her parents and the school where a student agrees to meet specific expectations.

**Exclusions and Suspensions** See Ursuline's Exclusion & Suspension Policy.

## 2. Respect

- The respect agenda which is displayed around the school in every classroom & can be found in student planners.
- All discussions around behaviour are centred around the respect agenda.

<b>Respect Yourself</b>	<b>Respect Others</b>	<b>Respect our School</b>
<ul style="list-style-type: none"> <li>• Wear your uniform correctly</li> <li>• Take pride in your work both at school and home</li> <li>• Act on feedback</li> <li>• Use social media responsibly</li> <li>• Be your best self</li> </ul> 	<ul style="list-style-type: none"> <li>• Treat students &amp; staff with kindness</li> <li>• Listen &amp; follow instructions from all staff</li> <li>• Use appropriate language</li> <li>• Move around the school in a considerate way</li> <li>• Show good manners at all times</li> </ul> 	<ul style="list-style-type: none"> <li>• Recycle and put your rubbish in the bin</li> <li>• Look after school property</li> <li>• Leave your phone in your locker turned off</li> <li>• Represent the school well in all you do</li> <li>• Take an active part in all of school life</li> <li>• Be punctual to school &amp; lessons</li> </ul> 

### 3. Safeguarding related behaviours

#### **Child on Child Abuse (now incorporated into part 5 of Keeping Children Safe in Education 2022) Safeguarding related behaviours**

We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and from harm by other students. We recognise that some students could sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's behaviour for learning policy. These kinds of behaviour, depending on the context and situation, will often be regarded as serious and attract severe sanctions. Sexually inappropriate, racist, and other offensive behaviour and allegations against other students including child-on-child abuse and harmful sexual behaviours (HSB).

#### **Child on Child Abuse**

**Ursuline High School recognise that children are capable of abusing their peers. It will not be passed off as 'banter' or 'part of growing up'. The forms of peer on peer abuse are outlined below:**

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- Abuse in intimate personal relationships between peers.
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Sexual Violence and Sexual Harassment.
- Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery).
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- Upskirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm.
- initiation/hazing type violence and rituals.

**The term child-on-child abuse can refer to all these definitions and a child may experience one or multiple facets of abuse at any one time. Therefore, our response will cut across these definitions and capture the complex web of their experiences.**

There are also different gender issues that can be prevalent when dealing with child on child abuse (i.e. girls being sexually touched/assaulted, or boys being subjected to initiation/hazing type violence). It is more likely that girls will be victims and boys' perpetrators, but that all child on child abuse is unacceptable and will be taken seriously.

We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults and other children in school

It will not be passed off as 'banter', 'boys being boys' or 'part of growing up', and staff will challenge inappropriate behaviour between children. Any downplaying of certain conduct can lead to a culture of unacceptable behaviour which will lead to children not reporting or

normalising abuse causing an unsafe environment. We are clear that there will be a zero-tolerance approach to any form of abuse including peer on peer abuse.

This school understands that even if there are no reports of peer-on-peer abuse, this does not mean that it is not happening.

We will minimise the risk of child on child abuse by: -

- Taking a whole school approach to safeguarding & child protection through our safeguarding curriculum.
- All staff being trained and highly vigilant and aware of specific characteristics which may indicate child on child abuse, for example, vulnerability and controlling behaviour.
- Providing a values-based curriculum, underpinned by the school's behaviour policy and pastoral support, and by a planned programme of evidence-based content delivered through the curriculum.
- Working in partnership with parents and carers.
- Engaging with specialist support and interventions.

### **Children with Special Educational Needs and Disabilities**

The school recognises that children with Special Educational Needs (SEN) and Disabilities can face additional safeguarding or behavioural challenges. Additional barriers that can exist when recognising behaviour issues in this group of children include:

- assumptions that indicators of possible bullying such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

The school addresses these additional challenges by considering extra pastoral support for children with SEN and disabilities.

### **Evaluation**

School leaders will analyse data with an objective lens and from multiple perspectives: at school level, group level and individual (staff and students) . School leaders will follow lines of enquiry to identify possible factors contributing to the behaviour, system adaptations or unresolved behavior issues. Analysing the data by protected characteristic and using those findings to inform policy and practice is used by the school to ensure that it is meeting its duties under the Equality Act 2010." This information is presented at the Pastoral committee of the School Governing Board.



#### 4. Agreement of Expectations

[Agreement-of-Expectations-2021-2.pdf \(ursulinehigh.merton.sch.uk\)](https://www.ursulinehigh.merton.sch.uk/Agreement-of-Expectations-2021-2.pdf)

#### 5. Pastoral Support Programme

### **Pastoral Support Programme**

**Student name:**

**Date:**

**Form:**

**Copies to: HoY / PSA / Assistant Head / Parents**

#### **Presenting issues**

**Analysis of issues** (following conversation with student, HoY, parent/carer)

#### **targets:**

<b>targets</b>	<b>Support/actions needed</b>	<b>Success criteria</b>

#### **Parental Engagement:**

**Review date:**

**Signed(parent)**

**Signed (student)**

**Signed(member of staff):**

## 6. Procedure for the Vine reset room

Where a student cannot remain in the classroom the class teacher calls for SLT removal by sending a student to Lydia Torch.

The member of SLT responds and initially ascertains as much information as is possible in the lesson setting.

The SLT on duty assesses the student's emotional state. If they are calm, responding appropriately and willing they are taken to the Vine Reset room to begin the restorative chat. If the student is agitated and not in the right frame of mind to talk SLT can suggest a walk around the school or if they prefer they can go to the reset room to be given time to calm down. Invite the student to sit in the reset room but if they don't want to don't insist on it. We know that students in a highly agitated state often need to move to dispel nervous energy.

Once calm the member of SLT and the student undertake the restorative chat – see below. THIS IS THE MOST IMPORTANT STAGE and students cannot be left to fill in the sheet by themselves. The restorative chat sheet is simply for the student to record the conversation that has taken place. The restorative chat is the opportunity for the adult to coach the young person to see:

1. That their course of action was unhelpful/disruptive
2. The impact of their actions on themselves, staff, other learners
3. How they could have managed the situation differently with a better outcome
4. What they need to do to put the situation right

Once the restorative chat is complete and sheet filled in the member of SLT completes the reverse of the sheet. Identifying:

1. When the student is next to see the member of staff whose lesson they were removed from.
2. If the conversation between the student and the member of staff needs to be facilitated, based on their assessment of the student, how receptive they have been to the restorative chat, how reliable they are to speak to the staff member on their own and how receptive the member of staff is likely to be speaking to the student.
3. If the conversation between the student and the member of staff needs to be facilitated to inform AHT Behaviour by email with the day and lesson when the student is next with that teacher.
4. If the student is sufficiently calm to return to lessons without further incident. If not, informing Lydia Torch so that the next member of SLT on duty can report directly to the reset room and let Lydia Torch know how far in to the process you have got.

The above process suggests conflict between a student and a staff member and this is the most frequent reason for a removal request. However, we are sometimes called to incidents where student disputes have escalated. In this case, the SLT on duty would take the most agitated or perceived aggressor to the reset room and call Lydia Torch to collect the other student/s. In these cases we would need to call on the support of PSAs to remove the other student/s from the situation.

At the end of the day the AHT Behaviour collates the sheets and schedules any required facilitated conversations.