



The
Cardinal Wiseman
Catholic School

Behaviour Policy

Reviewed & Approved by Governors on: September 2023

Next Review: As requested by either the Governing Body or Headteacher of the school.

Next review by: Director of Inclusion

This policy should be read in conjunction with all other policies and not as a standalone policy

Mission Statement

The Cardinal Wiseman School believes in education for all. We aim to achieve this in a caring Catholic community based on the Gospel values of equality and justice. Our community seeks to follow the example and the teaching of Jesus Christ that is to love and help one another. We live by our motto:

"All things for Christ"
"Education for all = Achievement for all"



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Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

Legislation and statutory requirements

This policy is based on legislation and advice from the Department for Education (DfE) on:

[Behaviour in schools: advice for headteachers and school staff 2022](#)

- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)

[Use of reasonable force in schools](#)

- › [Supporting pupils with medical conditions at school](#)
- › [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- › [Education Inspection Framework, January 2019](#)

In addition, this policy is based on:

Maintained schools, pupil referral units (PRUs) and non-maintained special schools insert:



- › Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

- › Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property

- › [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Online safety policy

DfE Research which supports our behaviour policy

Behaviour is crucial to maximising time on task, and to minimising bullying and violent behaviour outside as well as inside the classroom. Creating a sufficiently disciplined environment in school and classroom is a prerequisite to any learning taking place. This is not primarily an individual classroom issue, however, but a whole-school one, as consistency and ensuring that the school supports teachers who follow its policies are crucial to effective behaviour management. Behaviour policies need to be set for all aspects of school life, not just classroom practice, and increasingly need to cover certain types of behaviours outside of school, such as interaction on social media (Reynolds et al, 2015; Doyle, 1986; Creemers & Kyriakides, 2014) as this often spills over into school life. Good whole-school behaviour management policies provide a clear framework of policies and procedures that need to be rigorously applied; they include attention to school culture, leadership, and pupil and teacher behaviours (Nobile et al, 2015). Implementation that includes clear leadership support for teachers and buy-in from key stakeholders is essential to making whole-school behaviour policies work (Sugai et al, 2000).

Definitions

Misbehaviour is defined as:



- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- › Repeated breaches of the school rules
- › Any form of bullying
- › Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- › Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- › Vandalism
- › Theft
- › Fighting
- › Smoking
- › Racist, sexist, homophobic or discriminatory behaviour
- › Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol



- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

The [Public Sector Equality Duty](#) in section 149 of the Equality Act 2010 requires Ofsted, when exercising all our functions, to have due regard to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it



Protected characteristics are protected by law from discrimination, are defined as follows:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation
-

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching



TYPE OF BULLYING	DEFINITION
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Anti-Bullying

To read the whole policy click [here](#)

The school takes seriously all accusations of bullying within the school. We will deal firmly with bullying behaviour in a way that reflects our commitment to equality and justice for all. (See Appendix 7 for further details).

The Principles of effective behaviour management

- committed, highly visible school leaders, with ambitious goals, supported by a strong leadership team
- effectively communicated, realistic and detailed expectations understood clearly by all members of the school
- highly consistent working practices throughout the school
- a clear understanding of what the school culture is and what values the school holds
- high levels of staff and parental commitment to the school's vision and strategies
- high levels of support between leadership and staff, for example in staff training
- attention to detail and thoroughness in the execution of school policies and strategies (Education inspection framework: overview of research January 2019, No. 180045 27)
- high expectations of all students and staff, and a belief that all students matter equally (Bennett, 2017, p. 7)
- Promoting good behaviour,
- Promoting self-esteem, self-discipline, respect, regard for authority and positive relationships based on the gospel values



- Ensuring fairness of treatment for all
- Encouraging consistency of response to both positive and negative behaviour
- Promoting early intervention where appropriate
- Providing a safe environment free from disruption, violence, bullying and any form of harassment

Roles & Responsibilities

The **Governing Body** is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

They will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The **Governing Body** will establish, in consultation with the Head teacher, staff and parent(s)/carer(s), a policy for the promotion of exemplary behaviour and keep it under review. It will ensure that this is communicated to students and parent(s)/carer(s), is non-discriminatory and that expectations are clear. Governors will receive information about the number & nature of Suspensions & Internal Exclusions. Governors will observe behaviour as part of link and other visits.

The **Head teacher** will be responsible for the implementation and day-to-day management of the policy and procedures.

- Reviewing this policy in conjunction with the **Chair of Governors**
- Giving due consideration to the school's statement of behaviour principles
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary



- › Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy)

The **Director of Inclusion** is responsible for leading the team of staff who provide pastoral & therapeutic support for individual students and their families.

Staff are responsible for:

- › Creating a calm and safe environment for pupils
- › Establishing and maintaining clear boundaries of acceptable pupil behaviour
- › Implementing the behaviour policy consistently
- › Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- › Modelling expected behaviour and positive relationships
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly via SIMS
- › Challenging pupils to meet the school's expectations

The senior leadership team will support staff in responding to behaviour incidents

Parents and Carers will be expected, encouraged and supported to take responsibility for the behaviour of the child both inside and outside the school. The school will ensure that parents/carers understand that poor behaviour while not on school premises can have serious implications to a school's reputation and that such behavior will not be tolerated.

The school will encourage parent(s)/carer(s) to work in partnership with the school to assist it in maintaining high standards of behaviour and will be actively encouraged to raise with the school any issues arising from the operation of the policy.

Home School Agreement

To read the whole policy click [here](#)



All parent(s)/carer(s) sign a Home School Agreement following the Year 6 parent/carers induction session before their child joins in year 7. The agreement is signed on behalf of the school by the form tutor.

The school will provide information for parents on the school's behaviour policy, including any changes, once a year through the school website and at the annual Parent Information Evenings. The school's code of conduct is published in the student planner and will also be signed by parents, pupils and on behalf of the school by their form tutor.

Expectations of the School

Pupils are expected to:

- Uphold the Catholic nature of the school
- Enhance the Catholic spirit within the school
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

The School Code of Conduct

To read the whole policy click [here](#)

An orderly, disciplined environment is one in which the best teaching and learning can take place. It is also the environment which best promotes and sustains our Catholic ethos.

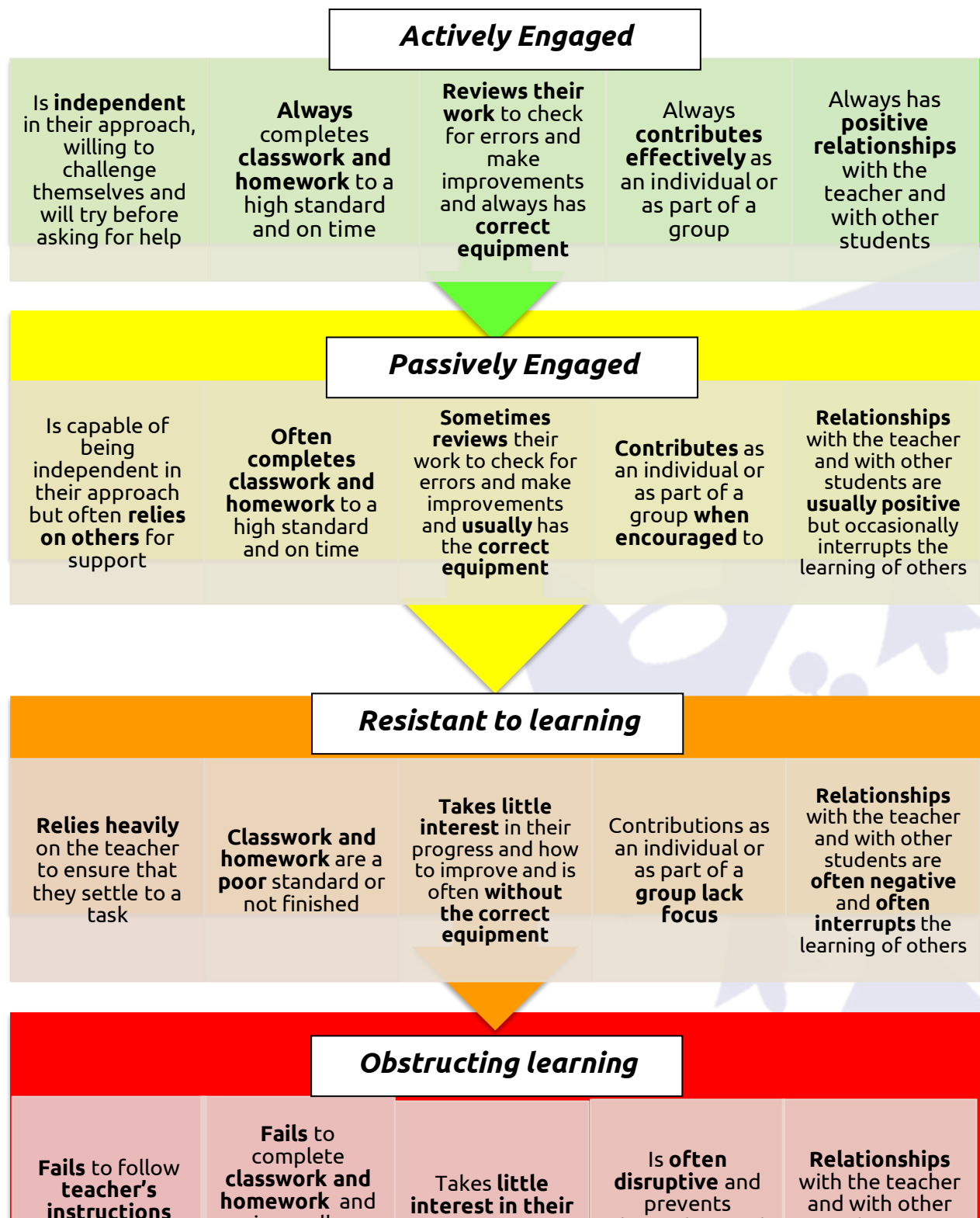
All students and parent(s)/carer(s) are supplied with a copy of the code of



conduct on entry to the school through the school planner and induction pack. The behavior policy is on the school website and is publicised in writing to staff, parents and pupils at least once a Year. All staff, through the induction program and the staff handbook, are given a copy of the schools code of conduct.

Behaviour for Learning

In order to create positive behaviour for learning all STUDENTS ARE EXPECTED to be actively engaged in their learning (see diagram below):





Achievement and Behaviour points

Explanation of Achievement points

Students will be awarded 'Achievement' points for excellent class & homework, contributing well in lessons, outstanding & consistent effort, improved work, extra-curricular achievements & positive contributions to the Wiseman community.

Explanation of behaviour points

Students will be issued with 'behaviour' points for disruptive behaviour, failure to complete or submit homework, persistent poor punctuality, failure to follow teacher's instructions, lack of effort or engagement in the lesson, causing harm to the Wiseman community, failure to attend detentions.

How the points are used

Every half-term these points are collated, totalled and entered into your child's organiser, so you can see how your child is progressing. These points will be used to reward pupils with certificates & prizes, whilst also helping to identify where some students may need targeted support.

Point totals

Half-term	Achievement Points	Behaviour Points	Tutor signature	Parent Signature
1				
2				
3				
4				
5				
6				

Rewards

50 points = Bronze Certificate

75 points = Silver Certificate

100 points = Gold certificate



150 points = High achievement Award

The school operates a 4 tiered approach to rewarding positive behaviour for learning and sanctioning unacceptable behaviour.

[Choose your behaviour](#)

[Menu](#)

Tier 4 Achievement – 5 Achievement Points

- Consistent behaviour for learning over time
- Exceptional Academic Performance
- Exceptional performance in the arts or sport
- Headteacher's award

Tier 3 Achievement – 5 Achievement Points

- Tutor Achievement Award

Tier 2 Achievement – 2 Achievement Points

- Excellent attendance to extra-curricular clubs
- Supporting school events
- 100% attendance in a term
- 100% punctuality in a term

Tier 1 Achievement – 1 Achievement Point

- Engagement - listening, responding, participating
- Curiosity - questioning, independent learning
- Personal Challenge - extension work, leadership, resilience, tenacity
- Outstanding Homework
- Catholic Values - respect, manners, support of others



Affect your outcomes

Tier 1 Achievement – Responsibility of all staff

- Post cards home
- Achievement Points
- Phone Call home
- Verbal Praise
- Comment based marking

Tier 2 Achievements - Responsibility of Year Teams

- Head of Year Certificate
- Headteacher Certificate
- Work displayed

Tier 3 Achievement – Responsibility of Year Teams

- E-mail home
- Name displayed on plasma screen (weekly)
- Name in the school newsletter/website
- Celebration Assembly (each term)
- Gold Achievement Medal
- Curriculum Certificates
- Attendance Draw (each term)

Tier 4 Achievement – Responsibility of SLT

- Celebration of Success evening
- Rewards Vouchers/prizes
- Prom Pass (Year 11 only)



Choose your behaviour

Tier 1 Behaviour

- Lack of effort (classwork/homework)
- Minor disruption (talking, out of seat, distracting others)
- Lack of equipment
- Eating/drinking in lessons
- Late for lessons

Tier 2 Behaviour

- Persistent lack of effort (classwork/homework) after a "20-Minute" detention has been issued
- Language not deemed appropriate to the learning environment
- Persistent poor behaviour after a "20-Minute" detention has been issued
- Failure to act on teachers' instructions
- Failure to attend 20 minute detention
- Mobile phone switched on (followed by confiscation)
- Incorrect Uniform
- SLT on-call

Tier 3 Behaviour

- Open defiance/repeatedly failing to act on teachers instructions
- Deliberate disruption of teaching or learning
- Involvement with a laser pen
- Inappropriate language towards a teacher
- Physical aggression and inappropriate physical contact
- Persistently wearing incorrect uniform
- Harmful sexual behaviour
- Bullying (Verbal, Physical, Cyber, indirect)
- Language which is deemed hurtful, threatening or discriminatory
- Child-on-child abuse
- Vandalism or wilful acts of damage to school property or that of another student
- Persistent lateness over time
- Littering/throwing water/ possession of chewing gum
- Being out of bounds/in a building without permission
- Failure to attend tier 2 sanctions
- Theft of property

Tier 4 Behaviour

- Persistently breaking the code of conduct (despite tier 3 sanctions and interventions)

Tier 5 Behaviour

- Involvement with weapons (any items made and/or adapted, for causing and/or intending to cause injury)
- Possession, handling, using, dealing and/or the concealment of drugs
- Extreme acts of violence/assault or serious/persistent bullying
- Persistent lack of cooperation despite tier 4 sanctions and interventions
- Serious incidents of harmful sexual behaviour
- Serious or persistent acts of bullying or online sexual abuse through social media/electronic devices
- Repeated acts of harmful sexual behaviour
- Repeated or serious incidents of theft



Affect your outcomes

Tier 1 Sanctions – Responsibility of all staff

- Verbal warning
- Move seats
- 20 minute Detention (with teacher) and behaviour point recorded

Tier 2 Behaviour - All staff (Notify HOD)

- 40 minute detention and behaviour point recorded (24 hours notice required)
- 1 hour late detention (24 hours' notice required)
- Communication with parent/guardian (Planner, e-mail or phonecall)
- Subject report

Tier 3 Behaviour - Year Teams & SLT

- Removal of Prom Pass (Year 11 Only)
- Internal Exclusion
- Break & lunchtime isolation (3-5 days)
- Saturday Detention
- Year Teams Report
- SLT Report
- Community Service
- Suspension

Tier 4 Behaviour - SLT & Headteacher

- Pastoral Support Plan
- Alternative Provision

Tier 5 - Headteacher

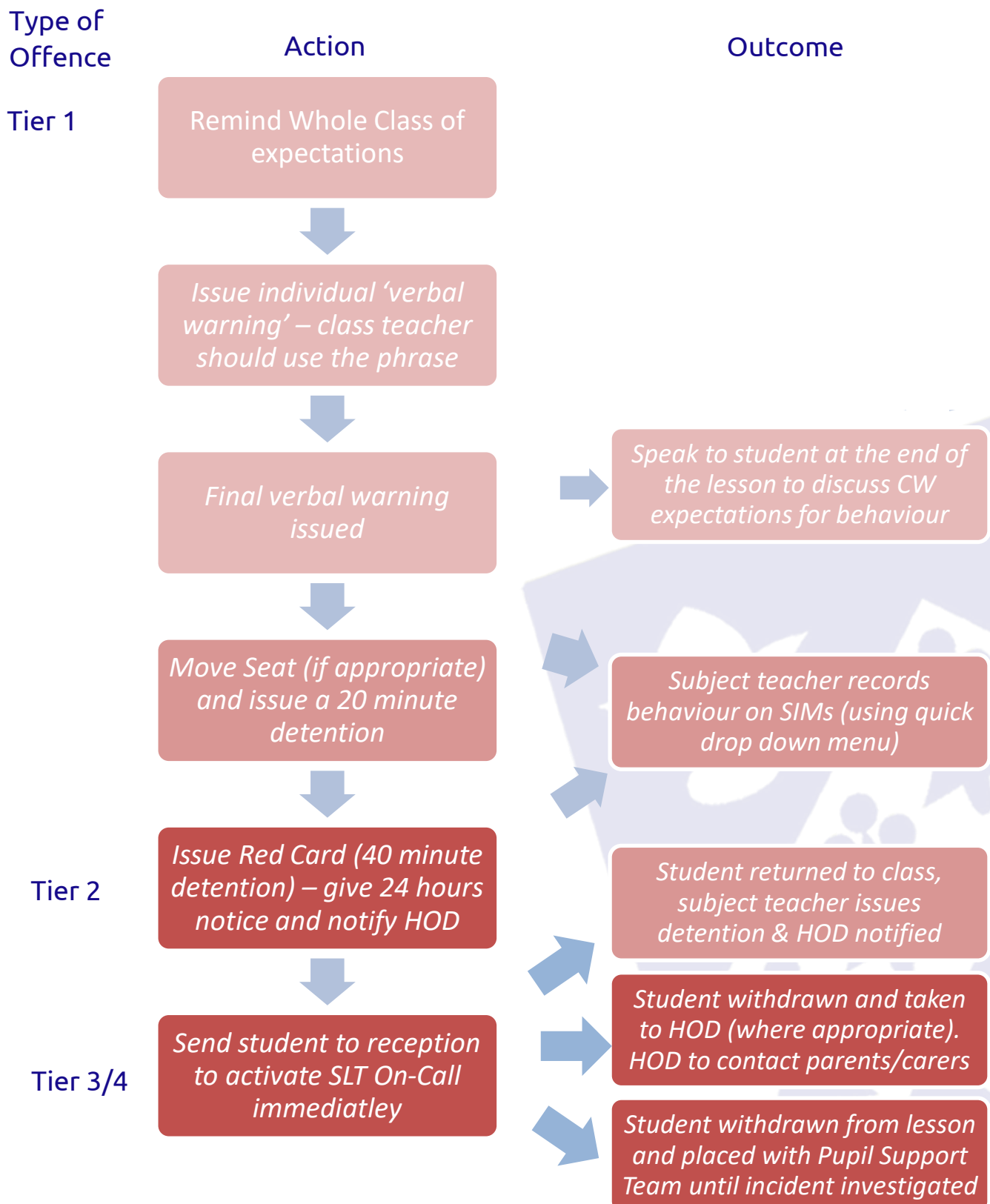
- Involvement with **drugs** (possession, handling, using, dealing or concealing), and/or offensive **weapons** (any items made or adapted, for causing or intending to cause injury), extreme acts of violence/assaults **will result in permanent exclusion** from the school.
- Serious incidents of harmful sexual behaviour will result in permanent exclusion
- Persistent lack of cooperation will result in permanent exclusion
- Serious or persistent acts of bullying or online sexual abuse through social media/electronic devices may result in permanent exclusion
- Repeated acts of sexual harassment may result in permanent exclusion
- Serious or repeated incidents of theft, will result in permanent exclusion

[Menu](#)



Classroom consequences to Non-Productive behaviour

All staff should follow this procedure when addressing behavioural concerns and promoting positive behaviour for learning during a lesson.





Dealing with persistent disruptive behaviour

All department areas should follow this procedure when addressing any persistent behavioural concerns and serious (tier 3 and 4) incidents. These issues are likely to occur over a two to three week period with little improvement in behaviour OR sporadically over a half term.

Responsibility

Class Teacher

Action

Tier 1 Behaviour



Class Teacher Issues



Tier 1 Sanction



Behaviour Persists



Class Teacher Issues



Tier 2 Sanction



Behaviour Persists



Notify HOD, HOD
communication with
Parent/Career



Behaviour Persists with
little improvement
shown



HOD Notifies Year Team



Tier 3 Sanction

Head of Department

Year Teams

*Any tier 3 or 4 incident
should result in SLT on-call
being activated immediately
and HOY being notified.*

Tier 3 or 4
Incident

SLT on-call



Notifies Year
Team



Tier 3
Sanction



Targeted Interventions: To support students who repeatedly fail to meet expectations

Although sanctions will be imposed where students fail to behave appropriately, the school will also seek to support students through carefully tailored interventions. These might include:

- Tutor monitoring
- Moving tutor groups
- Departmental (subject) report
- Head of Year report
- Senior leadership team report
- Pastoral Support Plan
- Inclusion assistant support
- Counsellor/Psychotherapist
- Educational therapist support
- Learner support team
- Alternative Provision (educated off site)

The school works positively with students and their parent(s)/carer(s) to ensure the needs of all pupils are met. In more challenging circumstances it may be necessary to utilise the support of specific external support agencies. These include:

- SAFE adolescent service
- EASY project (substance misuse)
- Social services
- Education psychologist
- Education welfare officer (attendance)
- Children and Adolescent Mental Health Service (CAMHS)
- Secondary Behaviour Service

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator (SENCO) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.



When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Returning to school following a suspension

All students will complete reflection time on their return to school. This may take place in the inclusion area or in the learner support department. Reflection work will include:

- overview of school rules that have been broken
- consequences and sanctions if the behaviour is repeated
- teaching of pro-social behaviours

For some students, it may not be appropriate to integrate immediately back into full lessons. A bespoke and graduated approach will be implemented.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

Suspensions and Permanent Exclusions

Only the headteacher, or acting headteacher, can suspend a pupil from school. A permanent exclusion will be taken as a last resort.

Our school is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

"...the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil."



We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

A decision to suspend a pupil will be taken in line with the school's behaviour policy.

A decision to permanently exclude a pupil will be taken in response to serious or persistent breaches of the school's behaviour policy which states:

'Involvement with drugs (possession, handling, concealing, using or dealing) and /or offensive weapons (any items made or adapted, for causing or intending to cause injury), persistent lack of co-operation, extreme acts of violence, assaults or serious/persistent cases of bullying or serious incidents of child on child sexual abuse (harmful sexual behaviour) will result in permanent exclusion from the school.'

If allowing the pupil to remain in school would seriously harm the education or welfare of others

The school reserves the right to suspend students (including permanent exclusion) for misbehaviour when the pupil is:

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

In exceptional cases the school can authorise leave of absence for a fixed period, with the parents'/carers' agreement, or, exercising powers delegated by the governing body (sec 29 /3 Education act 2002), can arrange for the student to be educated elsewhere (without parental approval). This may happen, but is not limited to, situations where:

- A student is accused of committing a serious criminal offence which took place outside the school's jurisdiction
- A serious allegation has been made against a student by another student or member of staff at the school, which is subject to a police investigation
- Pending the conclusion of any such criminal proceedings, the student's continued presence in the school may have an adverse effect on the complainant, and on the promotion of good order and discipline at the school and therefore that student may be removed.

Children with Special Educational Needs



All sanctions are reasonably adjusted and adapted as appropriate. The inclusion team and the SENCO discuss the appropriateness of the sanction before it is implemented. Each incident is reviewed on an individual basis.

Uniform

There is an automatic lunchtime detention with the Head of Year for any uniform, make-up or jewellery infringement. For further guidance on uniform please click [here](#)

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our Child protection & Safeguarding policy] for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct

Searches, Screening & Confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#)

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.



An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- › The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- › In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- › It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- › Assess whether there is an urgent need for a search
- › Assess whether not doing the search would put other pupils or staff at risk
- › Consider whether the search would pose a safeguarding risk to the pupil
- › Explain to the pupil why they are being searched
- › Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- › Explain how and where the search will be carried out
- › Give the pupil the opportunity to ask questions
- › Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.



If they still refuse to co-operate, the member of staff will contact the select appropriate headteacher / designated safeguarding lead, to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item



- › If they believe that a search has revealed a safeguarding risk

All searches for prohibited items including incidents where no items were found, will be recorded in the school's safeguarding system (Myconcern)

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers as soon as is reasonably practicable:

- › What happened
- › What was found, if anything
- › What has been confiscated, if anything
- › What action the school has taken, including any sanctions that have been applied to their child

Guidance on the use of reasonable force at The Cardinal Wiseman Catholic School

To read the whole policy click [here](#)

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents



Training

The governing body will ensure that appropriate high-quality training on all aspects of behaviour management is provided to support the implementation of the policy. The Director of Inclusion will be responsible for developing INSET opportunities through the schools internal CPD programme.

Harmful sexual behaviour (HSB)/child-on-child abuse

Cardinal Wiseman Catholic School actively works to ensure that all of our students grow up in an environment where incidents of child-on-child sexual (HSB) abuse are unlikely to take place. However, we cannot be complacent and will never take the view that this could never happen in our community.

Cardinal Wiseman Catholic School will:

- Have a zero-tolerance approach to harmful sexual behaviour, sexual violence and sexual harassment
- Create a culture where any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images is challenged and sanctioned
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards pupils, and initiation or hazing type violence
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils are able to easily and confidently report abuse using our reporting systems
- Ensure staff reassure victims that they are being taken seriously

What is child on child sexual abuse?

It can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. It can occur online and face to face (both physically and verbally) and is never acceptable.

Child on child Sexual abuse is most likely to include, but may not be limited to:



- **Sexual violence**, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- **Sexual harassment**, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- **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;
- **Consensual and non-consensual sharing of nudes and semi-nude images and or videos** (also known as sexting or youth produced sexual imagery);
- **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; and
- **Initiation/hazing type violence and rituals** (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Culture & Ethos

Due to a wider societal culture of victim blaming, pupils may be afraid of how reporting incidents of abuse and harassment reflects on them. Through our RSE curriculum and behaviour and safeguarding policies we will **create a culture and ethos of respect, tolerance, acceptance and diversity** which makes it easier for pupils to call out incidents and harder for anyone to get away with sexist or inappropriate sexual behaviour.

We will encourage pupils to 'call out' and report anything that makes them uncomfortable, no matter how 'small' they think it is. It is our aim to ensure that all pupils know that we will:

- Take their safety and wellbeing seriously
- Listen to them
- Act on their concerns
- Not tolerate or accept abuse



Our policies and RSE programme will promote the notion that reporting incidents benefits everyone, including:

- **The victim(s):** by stopping the problem and getting the help and support they need
- **Other people:** by preventing it happening to someone else
- **The alleged perpetrator(s):** catching problematic behaviour early can help them avoid criminal offences later in life

Relationship and Sexual Education Curriculum

The school's RSE curriculum will help pupils to understand what appropriate, good and healthy sexual behaviour means (**see appendix 5 for more details**) and will cover important areas such as:

- Consent
- What respectful behaviour looks like
- Body confidence and self-esteem
- Healthy relationships

Responding to reported incidents

Depending on the severity of the incident the school will either:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

In the event that an incident is reported to social care or the police then a risk assessment will be conducted using the school's risk assessment matrix template.

Sanctions

In line with DfE and OFSTED guidance the school has a zero tolerance approach to Child on Child sexual abuse. However, we will always ensure that our response is:



- Proportionate
- Considered
- Decided on a case-by-case basis

Different sanctions will be appropriate for different 'levels' of harmful sexual behaviour, but:

- **Serious incidents of harmful sexual behaviour/child on child sexual abuse will result in permanent exclusion.**
- **Other incidents of harmful sexual behaviour may result in permanent exclusion - repeated incidents will result in permanent exclusion**
- **'Lower level' incidents may result in an inclusion or suspension, depending on the context of the incident (as outlined below)**

When contemplating an appropriate sanction, the Headteacher will balance the importance of safeguarding other pupils with the need to support and educate the alleged perpetrator(s) and will consider:

- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the alleged incident(s)
- How to balance the sanction alongside education and safeguarding support

Support for students

Victims of harmful sexual behaviour will always be fully supported by the school. They will be listened to, not judged and they will have access to help in school or signposted to support outside of school should they want it.

We will keep victims at a reasonable distance from the alleged perpetrator(s) while on the school premises (including during any before or after school-based activities). This may result in the alleged perpetrator(s) moving class or half of the year. Whilst we will always listen to the victim(s) and consider their wishes, the school will always make the final decision.

For students who feel unable to report incidents to the school they can contact a national helpline run by the NSPCC or the Governments 'Stop



abuse together' website, details of which are published in the school planner and on the school's website.

Parent/Carer Support

The school will always keep parents informed of any incident of harmful sexual behaviour, no matter how 'low-level' the incident may be. We will let parents know what their child has said or done and work with them in:

- Condemning the behaviour
- Starting an important conversation between the pupil and their parents about acceptable and unacceptable sexual behaviour
- Working towards a solution together

Addressing students who display harmful sexual behaviour

Sometimes when pupils demonstrate harmful sexual behaviour (HSB) towards one another, it's because they're communicating their own experience of abuse.

If the school is worried about a child's sexual behaviour, either in person or online, then we may consider calling 'Stop it now' (Helping to prevent child sexual abuse) and [confidential helpline](#) on 0808 1000 900 for advice, support and information from an experienced advisor.

Data Management

- The prompt and accurate recording of incidents is considered particularly important to the effectiveness of the school's behaviour policy.
- All staff are acutely aware of the need for timeliness, accuracy and detail when reporting and recording behaviour incidents
- The school maintains accurate records of all behaviour incidents and actions taken
- The school records and reports details of searches, pupil restraint and incidents of a bullying or racist nature in accordance with its statutory duties
- The school uses a secure electronic database to record the application of rewards and sanctions to enable forensic analysis of



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trends amongst key groups of students

Use of the Internet

For details on the tiered behaviour policy for ICT infringements, including sending nudes and semi-nudes and the Acceptable Use Policy please click [here](#)





Appendix

Home School Agreement

	As Parent(s) we/I will do our/my best to:	As a Student, I will do my best to:	As a School, we will do our best to:
Supporting our school as a Catholic Community	<ul style="list-style-type: none">• ensure my son/daughter's attendance at services and other liturgical events• develop our son/daughter's faith• encourage our son/daughter to respect others regardless of cultural, gender and faith differences	<ul style="list-style-type: none">• attend and participate in Mass on a regular basis• support the prayer life of the school• value and respect all within the community	<ul style="list-style-type: none">• provide a welcoming and Christian learning environment• ensure that the children understand how to live their faith through their daily lives• provide opportunities for reflection and prayer• ensure an acknowledgement and respect of all religious beliefs
Being ready for school	<ul style="list-style-type: none">• send my son/daughter to school in full school uniform• make sure my son/daughter has the right equipment for school	<ul style="list-style-type: none">• always wear full school uniform• bring the right equipment to school	<ul style="list-style-type: none">• insist that school uniform is worn at all times• tell your son/daughter what he/she needs for lessons



	As Parent(s) we/I will do our/my best to:	As a Student, I will do my best to:	As a School, we will do our best to:
Attendance/ Punctuality	<ul style="list-style-type: none">• make sure my son/daughter attends school on time every day	<ul style="list-style-type: none">• attend school every day on time	<ul style="list-style-type: none">• encourage good attendance and punctuality and to reward these
Curriculum (Class and Homework)	<ul style="list-style-type: none">• take an interest in the work of my son/daughter• encourage my son/daughter to always do his/her best• make sure my son/daughter does his/her homework• monitor my son/daughters school organiser and sign it weekly	<ul style="list-style-type: none">• listen to my teacher and work hard• write all homework in my planner• do my homework and hand it in on time	<ul style="list-style-type: none">• prepare your son/daughter in a range of subjects that will allow him/her to reach their potential in national examinations• set appropriate work, which will be marked regularly• to deliver lessons planned at a challenging/appropriate level for each child• provide a homework timetable• and planner and to set• homework
Behaviour	<ul style="list-style-type: none">• encourage my son/daughter to have high standards of behaviour at all times	<ul style="list-style-type: none">• behave well in/outside of school and follow the Code of Conduct	<ul style="list-style-type: none">• encourage high standards of behaviour always• Consider moving a student into a new tutor group to enable them to have a fresh start



	As Parent(s) we/I will do our/my best to:	As a Student, I will do my best to:	As a School, we will do our best to:
Pastoral Support	<ul style="list-style-type: none">let the school know if there are any problems likely to affect my son/daughter's learning	<ul style="list-style-type: none">Inform a member of staff immediately if I or anyone I know is being bullied, intimidated or made to feel uncomfortable.	<ul style="list-style-type: none">listen and respond quickly to any concerns
Links with School	<ul style="list-style-type: none">attend parents' eveningsread letters from school and reply if necessarysupport the school if sanctions, for example, detentions become necessarycontact the school quickly if worried or concerned about any issue	<ul style="list-style-type: none">take all letters home to my parent(s)complete any sanctions, If necessary	<ul style="list-style-type: none">hold regular parents' eveningsreport regularly on your son/daughter's progress, attendance and punctualityinform you of any worries or concerns where necessaryacknowledge achievement and improvement to the family when appropriate
Extra- curricular/Life of the School	<ul style="list-style-type: none">support events that the school is involved insupport the work of the Home School Association	<ul style="list-style-type: none">find out what opportunities are open to me and participate where possible	<ul style="list-style-type: none">inform you of events that the school is involved in where possible



The Code of Conduct

The Wiseman Community

Remembering that the Wiseman Community is a Catholic school, I must:

- Uphold the Catholic nature of the school
- Enhance and maintain the Catholic community spirit
- Show this in my behaviour and attitude around the school
- Attend all year group masses and other masses as instructed.
Participate fully in collective worship in tutor time and mass.

Attendance

An important part of my education is to:

- Attend school every day
- Attend AM registration and all lessons
- Remember that after any absence from school I must give my tutor a written note on the day that I return explaining my absence
- Arrange for medical and dental appointments to take place after school
- Realise that permission cannot and will not be given for me to go on holiday during term time and my parents may be fined if I do
- Stay on the school premises throughout the school day unless I have permission from my Head of Year to leave
- Realise the school will seek additional support and intervention should my attendance drop below 92% (see attendance policy for further details).

Punctuality

For my own self-discipline, I should:

- Make sure I am present for registration at 8.50 a.m., otherwise I will be marked as late
- Never be late but, if I am late I must attend a twenty-minute detention at lunchtime that day
- If I am two or more times in one week, I must attend a one-hour detention after school the following Friday.
- Persistent lateness will result in the student being kept behind for forty minutes on each subsequent late, being placed on punctuality report and subject to a Saturday detention should punctuality not improve
- Report to the School Office if I arrive after registration is finished and sign in
- Move to lessons quickly throughout the school day

**Behaviour outside of school hours**

To maintain the School's good reputation in the local community, I must:

- Be polite and show good behaviour when in and around Greenford
- Be respectful, responsible and co-operative when using public transport
- Wear full school uniform when travelling to and from school
- Leave the school site immediately unless I am being supervised by a member of staff
- Go directly home after school, do not visit local shops and do not meet with friends around Greenford.
- Follow teachers' instructions immediately when asked to leave Greenford. Failure to do so will result in a Saturday detention.

Pupils' behaviour outside school, on school trips, sports fixtures or work experience placements – is subject to the school's behaviour policy. Poor behaviour in such circumstances will be dealt with as if it had taken place in school and the appropriate sanctions given. For behaviour outside of school, but not on school business, the Headteacher may issue sanctions to a pupil (including Permanent Exclusion) if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole.

School Uniform

To show that I belong to, and am proud of, the Wiseman Community, I shall:

- Always wear the correct school uniform to avoid being placed in break / lunch-time isolation
- Training shoes must only be worn when supported by a doctor's medical note. It is at the School's discretion as to whether the medical note is accepted as a valid reason to wear training shoes.
- No jewellery may be worn, except for watches. Earrings are not permitted, no nose or eyebrow studs. Make up (including fake tan), false eye lashes and nail varnish may not be worn
- Skirts must fall below knee length
- Boys trousers must be worn with a plain black or brown belt
- Coats must be long enough to cover the blazer; plain black or navy, without stripes, patches of colour or large motifs. Fur trim must be the same colour as the coat. No denim, leather, suede, fur, or PVC coats are permitted. Tracksuits, tracksuit hooded tops or body warmers are not allowed



- Only school issued badges should be worn on the blazer
- Hats and scarves must be navy or black with no motifs and must not be worn in the summer term
- Garments worn under the school shirt must be white, without motif and match the sleeve length of the shirt
- Lines/patterns are not to be shaved into eyebrows
- False nails are not permitted as they pose a health and safety risk during practical lessons
- Students with incorrect uniform may be placed in isolation until the issue is addressed
- Students who persistently wear incorrect school uniform will be placed in Saturday detention, but may face a fixed term exclusion if they continue to ignore teacher's instructions.

Haircuts

- A grade 2 is the shortest cut the school permits; this applies to the back and sides of the student's hair as well as the top.
- Long hair (providing it is tied back/not covering the face), afros, locs, twists, braids and cornrows) are all permitted.
- Hair that has been straightened through the application of heat or chemicals, weaves, extensions and wigs are permitted, providing they match the student's natural hair colour.
- Hair accessories (clips and hair/Alice bands) must be plain blue, silver or black and simple in design.

The school does not permit students to have skin fades, lines, hair dyes that are not a natural hair colour (including peroxide treatments), dip dyes, balayage or extreme hairstyles.

Behaviour in the classroom:

To show consideration of others and so that my learning is uninterrupted, I am expected to:

- Follow the teacher's instructions at all times
- Speak appropriately to all members of the community at all times
- Arrive on time to lessons, in full uniform and with the correct equipment
- Raise my hand, without calling out, if asking questions or seeking assistance from a teacher
- Always work to the best of my ability in order to earn Achievement points
- Be mindful of safety, especially when using equipment, and never leave bags or chairs where they can be a danger to others



- Students are only permitted to drink water within lessons
- Please see behaviour policy for further details (available on the school's website)

Homework

- If homework is not completed at the assigned time, the homework must be completed by the next lesson
- Complete all homework to the best of my ability

Multiple 'Behaviour' points will result in supervised work on Saturday mornings

Around the school

When in and around the school, I shall:

- Always follow the one-way system, when entering buildings or going up or down the stairs. Failure to do so will result in a 20 minute detention.
- Treat all adults and students with respect
- We advise students not to bring into school expensive items, such as mobile phones, music players and jewellery because if they are damaged, stolen or mislaid the school will not be held responsible. Such items and those that may cause a distraction to learning will be confiscated if used on the school site
- Not bring money on the school site. As a cashless school there is no need to bring money on to the school site and the school will not be held responsible for any money that is mislaid or stolen.
- Never steal from another
- Never damage property, those who do will be invoiced for any repairs or replacements, placed in Saturday detention and will complete 2 hours community service
- Never litter, throw water at others or consume food in the buildings or while queuing for lessons, those who do will be placed in Saturday detention and will complete community service
- Never use bad language, fight or show defiance
- Never take part in any form of bullying (physical, verbal, emotional or cyber) or child on child abuse
- Never take part in any type of sexual harassment or sexual abuse. Physical contact between students is not permitted unless it is through a supervised sport or PE lesson/club
- Never be racist
- Never smoke cigarettes/vapes, drink alcohol or take illegal substances
- Never have my mobile phone switched on whilst on school



premises. Do not bring in or wear i-watches or other smart device watches which can be linked to a mobile phone.

- Accept that my phone may be searched in the event of a safeguarding incident or where it is suspected that it may store evidence linked to criminal activity
- Accept that my phone will be confiscated if it is switched on and will only be returned to a responsible adult who is listed on school data base, 24 hours after it has been confiscated. Parents/Carers will be required to sign a consent form allowing the school to keep the phone until the half-term (minimum period of three weeks) should it be confiscated a second time
- Never chew gum.
- Never bring high energy/caffeine/ sugar drinks into school as they will be confiscated where seen
- Never bring in aerosols i.e. deodorants
- Never bring in metal combs, plastic combs can be brought on site
- Only bring size 1-2 footballs into school and carry all sports equipment in an appropriate bag

Involvement with drugs (possession, handling, concealing, using or dealing) and /or offensive weapons (any items made or adapted, for causing or intending to cause injury), persistent lack of co-operation, extreme acts of violence, assaults or serious/persistent cases of bullying or serious incidents of child on child sexual abuse will result in permanent exclusion from the school.

In line with DfE and OFSTED guidance the school has a zero tolerance approach to Harmful Sexual Behaviour/Child on Child sexual abuse

- Serious incidents of harmful sexual behaviour will result in permanent exclusion.
- Other incidents of harmful sexual behaviour may result in permanent exclusion - repeated incidents will result in permanent exclusion

Any student found with cigarettes, lighters, matches, vapes (or related paraphernalia) will be placed in inclusion. Any student standing with someone smoking/vaping will be placed in Saturday detention or Inclusion. A repeat of this behaviour will result in a fixed term exclusion being considered.

Students who fail to attend a Saturday detention will be issued a one day Inclusion and the Saturday detention will be rescheduled. Repeat



offenders will be excluded.

Information Communication Technology (ICT)

Unauthorised use and/or damage to ICT equipment or unauthorised use of Internet facilities or attempting to/or visiting inappropriate websites and social networking sites or the wilful introduction of viruses into ICT equipment could lead to exclusion from the school. Serious or persistent acts of bullying or online sexual abuse through social media/electronic devices may result in permanent exclusion.

Please refer to the E-Safety Acceptable Use Policy for further details (on the school's website and in the School Organiser).

School Organiser

I should always:

- Carry my school Organiser with me and, if I lose it or deface it, I must pay for a new one myself
- Record all set work, especially homework and coursework
- Treat my Organiser with care and not misuse it in any way because it is an important link between the school and home
- Ensure that my parents sign my Organiser each week
- Ensure that 'Achievement & Behaviour' points are written in and signed by my parents/carers.

Litter

To keep the school clean and tidy, I shall always:

- Use the bins provided to dispose of any litter
- Be prepared to pick up litter, even though I may not have dropped it.

By adhering to the code of conduct, I shall be leaving school with a positive reference and fully prepared to take an active role within the community

Parent/Guardian's
Signature:



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Parent/Guardian's
Name:

Date:

Student

I have read the document. I understand it and I agree to support it fully.

Student's Signature:

Student's Name:

Student's Tutor:

Date:

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All pupils at The Cardinal Wiseman School from Year 7 to Year 11 are expected to wear school uniform. School uniform must be purchased through the official school uniform suppliers (with the exception being shirts, socks and shoes). **Please make sure that all your clothing is clearly marked with your name.**

Please be aware that if you do not wear the correct school uniform **you may be placed in isolation until the situation has been resolved.**

No jewellery may be worn, except for medical bracelets and watches. **Make-up and nail varnish may not be worn.** No badges to be worn other than a small religious type.

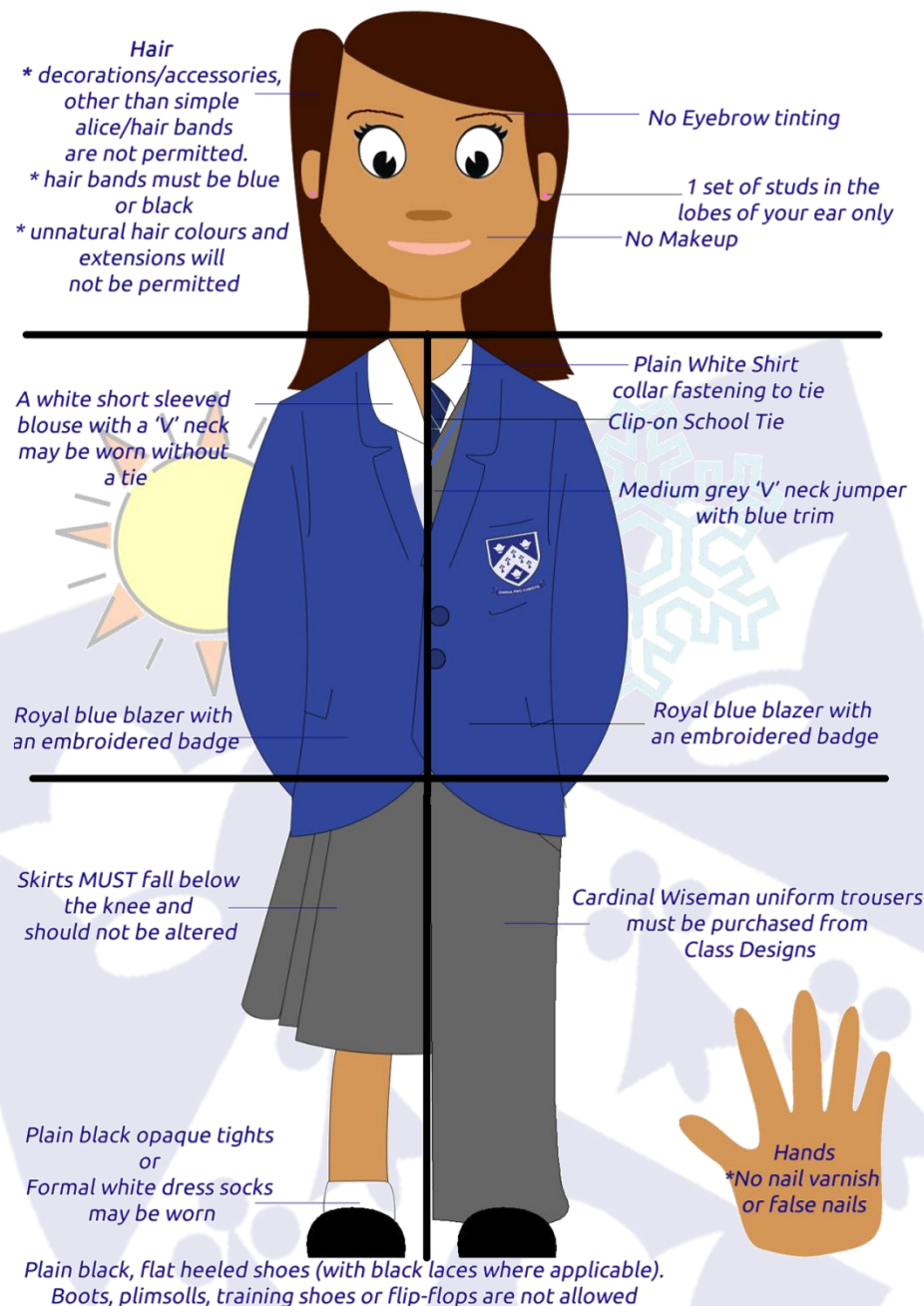
Coats must be of a **length that covers the Blazer.** They must be completely plain black or navy and **without stripes or motifs.** If the coat has a **fur trim**, it must be the **same colour as the coat.** The material should be plain cotton/woollen or a similar looking synthetic material. **Denim, leather, suede, fur and leather look "PVC" are unacceptable** materials. In addition, tracksuits and tracksuit hooded tops are not acceptable for use as coats.

Uniform

- Royal blue blazer with an embroidered badge
- Plain white shirt (short or long sleeved are permitted) – collar fastening to tie
- Charcoal Grey trousers; no jeans or cords (from listed Suppliers)
- Optional item Cardinal Wiseman uniform skirt, which must be knee length and should not be altered. Available from listed suppliers
- Medium grey 'V' neck jumper with blue trim - compulsory in Autumn & Spring terms
- Clip-on School tie – colours as suppliers
- Black opaque or natural colour plain tights
- Formal white dress socks may be worn in warm weather
- Plain black, formal flat heeled shoes. Boots, plimsolls, Training shoes or flip flops are not allowed.
- Plain black or navy scarves. Plain black or navy woollen hat (no motifs)
- Protective clothing: Apron
- **Summer Uniform:** Jumpers are optional and hats are not to be worn in the summer term

Official School Uniform Suppliers: PMG Schoolwear
PMG Schoolwear: 13 Broadway Buildings, Boston Rd,
Hanwell, W7 3TT
0208 567 1155 ealing@pmgretail.co.uk

Official School Uniform Suppliers: Juniper
154-156 Broadway, West Ealing, W13 0TL
020 8998 0144
juniperuniform.com info@juniperuniform.com



Cardinal Wiseman Catholic School
Acceptable Use of the Internet Agreement

Acceptable use of the school's ICT systems and internet: agreement for pupils and parents/carers

Name of pupil:

I will read and follow the rules in the acceptable use agreement policy When I use the school's ICT systems (like computers) and get onto the internet in school I will:

Always use the school's ICT systems and the internet responsibly and for educational purposes only

Only use them when a teacher is present, or with a teacher's permission

Keep my username and passwords safe and not share these with others

Keep my private information safe at all times and not give my name, address or telephone number to anyone without the permission of my teacher or parent/carer

Tell a teacher (or sensible adult) immediately if I find any material which might upset, distress or harm me or others

Always log off or shut down a computer when I'm finished working on it

I will not:

Access any inappropriate websites including: social networking sites, chat rooms and gaming sites unless my teacher has expressly allowed this as part of a learning activity

Open any attachments in emails, or follow any links in emails, without first checking with a teacher

Use any inappropriate language when communicating online, including in emails

Log in to the school's network using someone else's details

Arrange to meet anyone offline without first consulting my parent/carer, or without adult supervision

If I bring a personal mobile phone or other personal electronic device into school:

I will not use it during lessons, tutor group time, clubs or other activities organised by the school, without a teacher's permission. My phone shall be switched off and in my bag whilst on school site.

I agree that the school will monitor the websites I visit and that there will be consequences if I don't follow the rules.

Signed (pupil):

Date:

Parent/carer's agreement: I agree that my child can use the school's ICT systems and internet when appropriately supervised by a member of school staff. I agree to the conditions set out above for pupils using the school's ICT systems and internet, and for using personal electronic devices in school, and will make sure my child understands these.

Signed (parent/carer):

Date:



Parent / Guardian Agreement:

I understand that pupils will be held accountable for their own actions. I also understand that some material on the Internet may be objectionable and I accept responsibility, together with the school, for explaining to my child the behaviour the school expects them to follow when using the Internet and email.

Signed by Parent / Guardian Date.....



Tiered Behaviour Strategy for E-safety

Unacceptable use of ICT or Internet - These examples are for illustration only and this is not an exhaustive list

Tier 1	Tier 2	Tier 3	Tier 4 & 5
<ul style="list-style-type: none"> • Failure to use IT as instructed • Using IT unsupervised <ul style="list-style-type: none"> • Copying from internet/other student-plagiarism (not public exams) • Printing material not relevant to studies • Attempting to use or using another persons login/password – with permission • Attempting to bypass internet filter by using any method. • Accessing websites etc. not related to their studies 	<ul style="list-style-type: none"> • Changing settings • Attempting to use or using another persons login/password – without permission • Innapropriate language when using IT • Repeated offences in Tier 1 	<ul style="list-style-type: none"> • Malicious use of IT (sending malicious messages, bullying, racism etc) • Searching for innapropriate content • Attempting to bypass system security or web filtering • Hacking / virus attack <ul style="list-style-type: none"> • Accessing indecent/violent images or content. • Identity fraud of a student or teacher (e.g. fake Facebook account) • Plagiarism in public exam coursework • Repeated offences in Tier 2 • Deliberate physical damage to IT equipment 	<ul style="list-style-type: none"> • Repeated offences of tier 3 will result in a tier 4 sanction • Serious or persistent acts of bullying or harmful sexual behaviour through social media/electronic devices or malicious incidents involving the creation or distribution of nudes/semi-nudes may result in permanent exclusion' (tier 5)

Sending Nudes & Semi-nudes, Harmful Sexual Behaviour

The term sexting is now replaced by 'sending nudes and semi-nudes'

Definition: 'Imagery' covers both still photos and moving videos

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18

These images are shared between young people and/or adults via a mobile phone, handheld device or website with people they may not even know.

It is important to be aware that young people involved in sharing sexual videos and pictures may be committing a criminal offence. Specifically, crimes involving indecent photographs (including pseudo images) of a person under 18 years of age fall under Section 1 of the Protection of Children Act 1978 and Section 160 Criminal Justice Act 1988. Under this legislation it is a crime to:

- take an indecent photograph or allow an indecent photograph to be taken;
- make an indecent photograph (this includes downloading or opening an image that has been sent via email);
- distribute or show such an image;
- possess with the intention of distributing images;
- advertise; and
- possess such images.

While any decision to charge individuals for such offences is a matter for



the Crown Prosecution Service children need to be aware that they may be breaking the law. However, the response to these incidents should be guided by the principle of proportionality and the primary concern at all times should be the welfare and protection of the young people involved.

Outcome 21 – Criminal prosecutions

Whilst young people creating and sharing sexual imagery can be very risky, it is often the result of young people's natural curiosity about sex and their exploration of relationships. Often, young people need education, support or safeguarding, not criminalisation. Consequently, As of January 2016 the Home Office launched a new outcome code (Outcome 21) to help formalise the discretion available to the police when handling crimes such as youth produced sexual imagery.

When should the school notify the Police?

1. The incident involves an adult
2. There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
3. What you know about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
4. The imagery involves sexual acts and any pupil in the imagery is under 13
5. You have reason to believe a pupil or pupil is at immediate risk of harm owing to the sharing of the imagery, for example, the young person is presenting as suicidal or self-harming

The school deems Aggravated (malicious) incidents of 'sending nudes and semi-nudes' to be those that involve criminal or abusive elements beyond the creation of an image.

This includes adult involvement or criminal or abusive behaviour by minors such as sexual abuse, extortion, threats, malicious conduct arising from personal conflicts, or creation or sending or showing of images without the knowledge or against the will of a minor who was pictured.

Where the school deems an incident of sending nudes and semi-nudes to be malicious (aggravated), sanctions ranging from suspensions to permanent exclusion will be considered.



If none of those factors apply then a school may decide to respond to the incident without involving the police or children's social care (a school can choose to escalate the incident at any time if further information/concerns come to light). **The decision to respond to the incident without involving the police or children's social care would be made in cases when the DSL is confident that they have enough information to assess the risks to pupils involved and the risks can be managed within the school's pastoral support and disciplinary framework and if appropriate local network of support.** If a young person has shared imagery consensually, such as when in a romantic relationship, or as a joke, and there is no intended malice, it is usually appropriate for the school to manage the incident directly.

Experimental incidents of sending nudes and semi-nudes involves students taking pictures of themselves to share with established boy or girlfriends, to create romantic interest in other students, or for reasons such as attention seeking. There was no criminal element (and certainly no criminal intent) beyond the creation and sending of the images and no apparent malice or lack of willing participation.

For incidents which are deemed to be experimental the school will look to protect and educate rather than merely sanction a pupil.

A student is likely to be very distressed especially if the image has been circulated widely and if they don't know who has shared it, seen it or where it has ended up. They will need pastoral support during the disclosure and after the event. They may even need immediate protection or a referral to social services.

The following questions will help decide upon the best course of action:

- Is the student disclosing about themselves receiving an image, sending an image or sharing an image?
- What sort of image is it? Is it potentially illegal or is it inappropriate?
- Are the school child protection and safeguarding policies and practices being followed? For example, is a member of the child protection team on hand and is their advice and support available?



- How widely has the image been shared and is the device in their possession?
- Is it a school device or a personal device?
- Does the student need immediate support and or protection?
- Are there other students and or young people involved?
- Do they know where the image has ended up?

If indecent images of a child are found:

- Notify the Designated Child Protection Person
- Consider sanctions where appropriate (see guidance in part 2)
- Store the device securely **but do not print off, download or save the image on to another device**
- Make a referral to social care or SAFE if needed
- Contact the police (if appropriate)
- Put the necessary safeguards in place for the student, e.g. they may need counseling support, immediate protection and parents must also be informed.
- Inform parents and/or carers about the incident and how it is being managed.

(Depending on the nature of the image and the family circumstances of the young person, communication with parents will need to be carefully handled.)



Detention Policy

The Reason for the Policy

To use the detention as a tool to support discipline, ensuring quality teaching and learning can take place in the classroom and around school.

The Principles of the Policy:

- All teachers are in loco parentis: this carries with it the duty of care towards students such that a careful and prudent parent might exercise.
- School rules may be enforced against the disapproval of the parents.
- To fulfil their obligations, teachers are entitled to make and enforce reasonable school rules, which conform with school policies.
- The teacher has the right to punish students for offences off the school premises and out of school hours.
- It is permissible to suspend a student because of failure to comply with a school rule.
- The teacher's basic disciplinary authority includes the reasonable right to detain students.



The Policy

- A detention will be given to a student by a class teacher as a punishment for a misdemeanour in class or for failing to complete homework; this will usually be for a 20-minute period.
- Curriculum areas will give a student a Tier 2 40 minute detention for a more serious or more persistent problem for which parents must be given 24 hours' notice.
- A detention will be given to a student who is late two or more times in a week.

The Criteria for Success:

- Students fully understand the consequences of inappropriate behaviour.
- A learning environment and atmosphere that is appropriate for each lesson.
- An environment that is safe, and free from disruption, violence, bullying and any form of harassment or intimidation.



Case law which influences the above:

Cleary v Booth 1893 IQB465, R v Newport (Salop) Justices ex parte Wright
1929 2KB 416 98 LJB 555

Spier v Warrington Corporation 1954 IQB 61; (1953) 3 WLR 695

This Policy was drafted by: Mrs A McLoughlin

Approved by the Governors on:

Review date: July 2023

The person (position not name) who will initiate the review:

Director of Inclusion



Dear Parent/Carer

I am writing to you in relation to important changes to the Schools Code of Conduct (see attached). However, I feel it is important to explain why we have changed our procedures on the confiscation of mobile phones.

As a school we have become increasingly concerned with the number of high-profile incidents that have been reported through the national press involving children and social networking sites such as Facebook and Formspring. Despite the schools attempts to work proactively by launching anti-bullying week and e-safety programmes, the school has had to deal with cyber-bullying incidents this year each linked to comments posted on social networking sites. Students have then sought to resolve arguments in school, which in turn impacts upon the harmony within the Wiseman community. We have also noticed an increase in the number of students attempting to use their mobile phones during school time, particularly to access the internet and such websites. This is clearly presenting a distraction for some students, and due to the reasons mentioned, we are eager to stop this trend. Therefore, we have altered the code of conduct with relation to mobile phone use within school. As of September 2010, should a mobile phone be confiscated:

'Phone's will only be returned to my Parent/Carer, 24 hours after it has been confiscated. Parent's /Carer's will be required to sign a consent form allowing the school to keep the phone until the half-term, should it be confiscated a second time'

As a school we feel this will act as an added deterrent to students who may be tempted to use their phones during school time. I hope you understand the reasons for making

this change to the Code of Conduct and continue to support us in ensuring that all our students stay safe and fulfil their academic potential.

Yours Sincerely,



Mr P. Walton
Director of Inclusion

[Menu](#)

Mobile phone parent/carers consent form

Name of student:

Year & Tutor group:

Name of parent/Carer (please print):

Date mobile collected:

I have read the school's code of conduct and have been made aware of the schools policy with regards to the use of mobile phones during school time. I hereby agree that should my son/daughter's phone be confiscated again during this term, the school will keep the said item until the next half-term. Should my son/daughter fail to comply with this agreement, they would be at risk of a 'Fixed Term Exclusion'.

Signed (Parent/Carer)



Guidance on the use of restraint (reasonable force) at The Cardinal Wiseman Catholic School

Background - Legal Framework

The 'Behaviour and discipline in schools – advice for headteachers and school staff' (January 2016 – DfE) allows all school staff to use reasonable force to control and restrain pupils. This might be used to:

- Prevent pupils from committing an offence
- Prevent a pupil from injuring themselves or others
- prevent pupils from damaging property
- Maintain good order and discipline in the classroom

It is illegal to use force as a punishment.

Injury (or harm to self or others) as " ...actual or grievous bodily harm, physical or sexual abuse, risking the lives of or injury to self or others by wilful or reckless behaviour and self-poisoning".

The legal framework (as set out in 'Use of Reasonable Force in Schools – July 2013 DfE) states that **any member of the school staff can use physical contact and reasonable force**, when the situation deems it absolutely necessary. All school staff have a duty of care towards pupils and the use of reasonable force maybe (in extreme cases) the only way to keep members of the school community safe:

"The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances."

(Education Bill 2011; Department for Education advice)

The school stands in line with this position, however, where possible, designated members of staff should be called upon at the nearest opportunity.

Principles Relating To the Use of Physical Restraint

The term 'reasonable force' covers the broad range of actions used by most school staff at some point in their career that involves a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed.



Principles Relating to the Use of Physical Restraint

- ❖ Staff will have good grounds for believing that immediate action is necessary.
- ❖ Staff will take steps in advance to avoid the need for physical restraint, e.g. through dialogue and diversion, allowing space, talking, listening and humouring, cajoling and reasoning, diversion and distraction, and the student will be warned orally that physical restraint will be used unless he/she complies.
- ❖ Only the MINIMUM PHYSICAL INTERVENTIONS NECESSARY to prevent physical injury or damage will be applied.
- ❖ Every effort will be made to secure the presence of other staff before applying restraint.
- ❖ These staff can act as assistants and witnesses.
- ❖ As soon as it is safe, restraint will be gradually relaxed to allow the student to regain self-control.
- ❖ Restraint will be an act of care and control, not punishment.
- ❖ The Head teacher will be informed at the earliest opportunity that physical restraint has had to be used on a student.
- ❖ The parents/carer will also be informed at the earliest opportunity that physical restraint has had to be used on their son/daughter.

- **Restraint must not involve deliberately painful or dangerous procedures. It must:**

- 1) Never interfere with breathing, blood supply or genital areas;**

- 2) Never hold the head, throat or fingers.**

The hold must be discontinued as soon as the situation is deemed safe.

- As soon as it is safe, restraint must be gradually relaxed as the pupil regains self-control.
- A pupil must never be asked to restrain another pupil.



Drafted by: Mr P Walton and Mrs A McLoughlin

Approved by Governors on: July 2018

Reviewed: July 2018

Next Review: June 2023

Person (position, not name) to perform review: Director of Inclusion and Assistant Headteacher in charge of Pupil Care and Behaviour

Governor responsible for anti-bullying and safeguarding-Chair of Governors

This policy should be read in conjunction with all other policies and not as a standalone policy

Reference should be made specifically to:

- Behaviour policy
- Child Protection/Safeguarding policy
- Online safety policy

How the policy is developed, reviewed and revised

This policy was developed from guidance in the following publications:

- *"Pupil behaviour, emotional health and well-being-What to include in an anti-bullying policy for schools". NSPCC*
- **"No place for bullying. How schools create a positive culture and prevent and tackle bullying". June 2012**
- The Race Relations (Amendment) Act 2000
- The Special Educational Needs and Disability Act 2001
- **Education Act 2002**
- **Education and Inspections Act 2006**
- **Equalities Act 2010**
- **Preventing and tackling bullying. Advice for Headteachers, staff and governing bodies" October 2014**

The Education Act 2002



Places a duty on school governing bodies in England and Wales to promote the safety and wellbeing of children and young people in their care.

All state schools must have a behaviour policy in place which includes measures to prevent all forms of bullying among pupils. The policy is decided by the school. Staff, parents and pupils must be made aware of it.

View the [Education Act 2002](#)

The Equality Act 2010

Places a duty on all school staff in England, Wales and Scotland to prevent discrimination, harassment and victimisation within the school.

View the [Equality Act 2010](#)

The Special Educational Needs and Disability Act 2001

Part 2 the Special Educational Needs and Disability Act 2001 amends Part 4 of the Disability Discrimination Act 1995. It prohibits schools in England, Wales and Scotland from discriminating against disabled children through admissions, education services or exclusions.

View the [Special Educational Needs and Disability Act 2001](#)

The Race Relations (Amendment) Act 2000

Requires schools in England, Wales and Scotland to draw up a race equality policy and ensure that policies don't discriminate against racial groups.

View the [Race Relations \(Amendment\) Act 2000](#)

The Disability Discrimination Act 1995

Allows claims of discrimination due to disability to be brought in England, Wales and Scotland. Part 4 of the Disability Discrimination Act 1995 was amended to apply to schools by Part 2 the Special Educational Needs and Disability Act 2001.

Construction of the Policy

Our student council were pivotal in the revision of this document. As a group, they devised our definition of bullying and ways in which the whole school community could work together to tackle bullying.



The anti-bullying policy has been reviewed by the Senior Leadership Team, school staff and parents/carers. This policy is accessible to all sections of the school community so that they can understand their respective roles and responsibilities.

Reasons for this policy

At the Cardinal Wiseman Catholic School, we believe that how we feel affects how we learn. The School aims to create a safe and secure learning environment where all members of the school community are valued and have the opportunity to achieve their full potential. Everyone has the right to learn and work in an environment free from harassment and discrimination, where they feel safe.

We strive to ensure that Cardinal Wiseman is a safe, caring and friendly environment, in which all students respect each other regardless of age, gender, colour, nationality, disability, sexual orientation or any other difference. As a school we strive to support inclusion and value diversity.

This policy aims to ensure that individual cases of bullying will be dealt with consistently and in a constructive and fair manner when they occur. Procedures for dealing with bullying are clearly set out so that all members of the school community know what they can expect from the school and what the school expects of them, with regard to bullying.

The School's definition of bullying

Bullying is a deliberate attempt to hurt, frighten or threaten a person and to make that person's life extremely uncomfortable; be it physically or psychologically. This may be a one off incident or repeated behaviour over time. This may take place at school, travelling to and from school or at any time through a mobile phone, internet, social networking sites or other cyber connections. Bullying may also occur through joint enterprise, where students actively seek to watch and encourage acts of bullying without taking direct part in the abusive behaviour.

The aims and objectives of this policy are:-

- To prevent, de-escalate and/or stop any continuation of harmful behaviour.
- To react to bullying incidents in a reasonable, proportionate and consistent manner.



- To safeguard the pupil who has experienced bullying and to implement support for the pupil and, where necessary, the family.
- To apply a consistent and robust sanctions policy where deemed necessary and appropriate, in order to deter harmful behaviour and repeat bullying.
- To provide multi-agency support to the pupil causing harm, in order to prevent a cycle of bullying by the perpetrator.
- To ensure that all students, staff and parents/carers are aware of the anti-bullying policy and that they fulfil their obligation to it.

Principles and Values

Members of the Wiseman Community should feel confident to raise the issue of bullying in the knowledge that it will be treated with urgency and seriousness. The school works with all sections of our community to achieve a shared understanding of the nature of bullying and its different forms. Training for staff has a high profile, is carefully planned, regular and relevant. Staff are very knowledgeable about the different forms of bullying and are confident about how to tackle different forms of discrimination.

We view silence as condoning bullying and therefore expect and encourage all our students to speak to a person whom they can trust. Everyone should have the opportunity to thrive and learn in a positive and safe environment.

Bullying can take many forms

- **Physical** – hitting, kicking, spitting, tripping someone up, stealing/damaging someone's belongings.
- **Verbal** – name calling, insulting, racist remarks, threats of physical violence, spreading rumours, constantly putting a person down etc.
- **Indirect (known as emotional/psychological)** – spreading rumours, excluding somebody from social groups, sending malicious messages.
- **Imbalance of power**-intellectual imbalance, having access to the support of a group or the capacity to socially isolate
- **Racist** – racism means you are subjected to abuse and harassment because of your race, colour or beliefs. (E.g. insulting language/gestures based on a person's actual perceived ethnic origin or faith, name calling, graffiti, racially motivated violence.



- **Sexual** – sexually insulting language/gestures, name calling, graffiti, unwanted physical contact.
- **Homophobic** – insulting language/gestures based on a person's actual or perceived sexuality, name calling, graffiti, homophobic violence.
- **Harmful sexual behaviour/child on child abuse**- child on child abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18. 'Peer-on-peer' abuse can relate to various forms of abuse (not just sexual abuse and exploitation), and crucially it does not capture the fact that the behaviour in question is harmful to the child perpetrator as well as the victim.
- **Gender** – Insulting language surrounding a child's gender, perceived gender or gender assimilation. The school is aware of transgender bullying and does not tolerate offensive language of this type.
- **Electronic/cyber** – bullying by text message, bullying on the internet (in chatrooms, on bulletin boards and through instant messaging services) hate websites. The rapid development of, and widespread access to technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying which can happen 24/7, with a potentially bigger audience, and more accessories as people forward on content. Cyber-bullying, since it can happen outside school hours, should be treated very seriously and should be viewed as part of the School's Duty of Care once it is known about, and dealt with as other forms of bullying. The e-safety officer should be involved and parents should always be informed. The Education Act, 2011 allows specific powers for teachers to search and delete inappropriate images on electronic devices including mobile phones.

This list is intended only as an illustration, not an exhaustive list of the complex and wide ranging nature of bullying instances in any school. All of the above are unacceptable and both cannot and will not be tolerated at the Cardinal Wiseman Catholic School.

Reasons for bullying may include the following:-

- Racist bullying targets a child for representing a race, religion or culture, and attacking the individual sends a message to that group.



- Harmful sexual behaviour, sexual bullying, including homophobic bullying, impacts on genders. It can be directed at any student regardless of sexual orientation but who are deemed to be different. It may also include sexual harassment, intimidation and inappropriate physical contact.
- Pupils with Special Educational Needs, physical disabilities, and appearance or health conditions can be at greater risk of bullying which is often directed at their specific difficulty or disability.
- Young carers, looked after and previously looked after children may be bullied for reasons relating to their home circumstances.

Implementation of the Policy

The action taken by staff will be determined by the degree of bullying that has taken place. Pupils can refer incidents to any member of School staff who must immediately notify the Head of Year or Tutor.

The Pupil Support Team will be proactive in preventing bullying behaviour by:

- Promoting anti-bullying week
- Listening to, and acting upon feedback from pupils
- Creating a climate of trust and respect
- Using restorative justice as a reflection and mediation process
- Accessing multi-agency support and/or counseling
- Monitoring bullying records over time

For incidents such as name calling, or first offences tutors/teachers should:

- Deal with the incident as soon as is practically possible.
- Ensure that a sincere apology is made
- Provide sensible counselling for the pupils involved.
- Provide the Head of Year with a written or e-mailed account of the incident.
- Record the incident on SIMS-issue appropriate Tier 2 sanction.

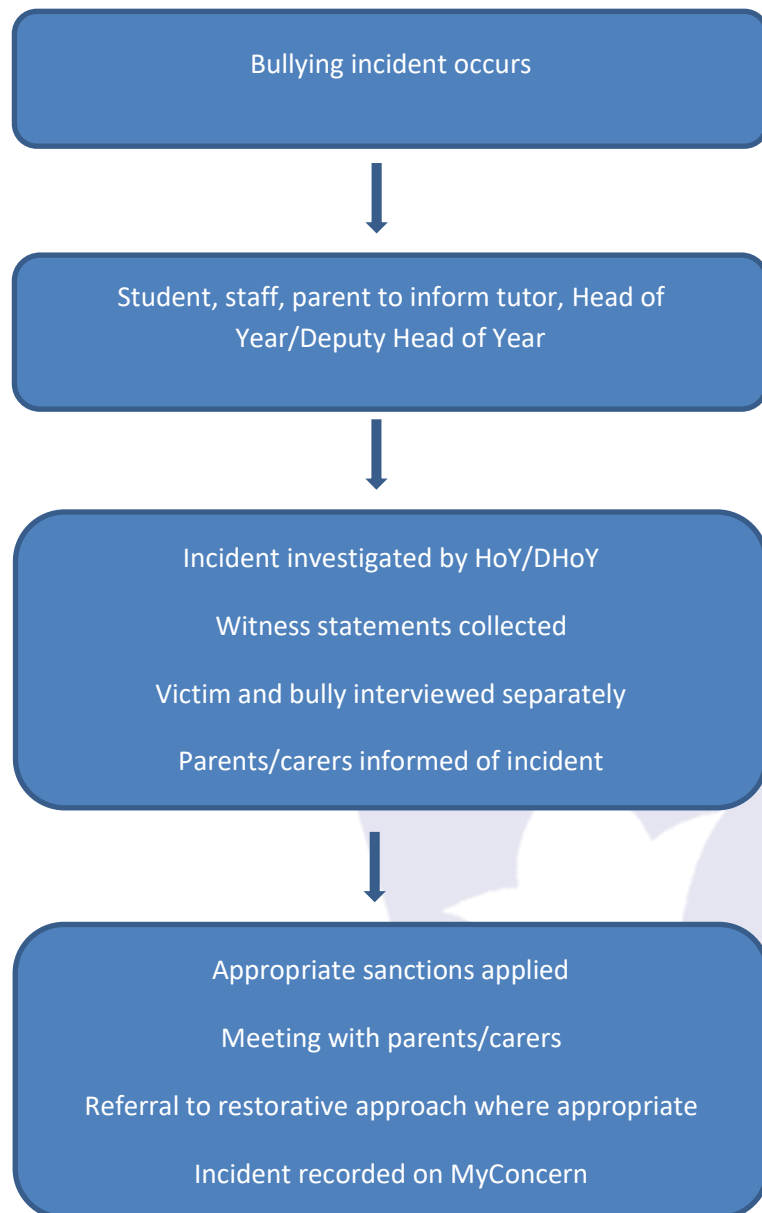
Incidents which would be deemed to be of a more serious nature include, Tier 3 behaviours:

- Physical assault (injury sustained), sexual contact
- Sustained/repeated verbal abuse
- Persistent harassment, racial abuse, homophobic abuse



The following procedure will be adhered to when dealing with incidents of bullying:

Recording and Reporting Flowchart





In such cases, teachers/school staff should refer the situation to the Head of Year who will liaise with the parents/carers of all pupil(s) involved.

Heads of Year will keep electronic records of all bullying incidents, in order to monitor patterns of bullying behaviour. End of year reports must be produced to inform future policy and practice and liaise with LA and other multi-agencies.

Should there be further incidents of a serious nature, the Head of Year will liaise with the appropriate Senior Staff to discuss whether to impose sanctions or if a temporary or permanent exclusion is required. Heads of Year may refer all students involved to the Pupil Support Teams e.g. Learning Mentors, Educational Therapist.

In cases of cyber-bullying within school or through the schools internet/intranet the following measures will be taken:

- evidence should be collected and stored where possible
- pupils will have mobile phones confiscated and may be barred from accessing school computers if the offence took place on a school PC.
- parents/carers will be contacted and in serious and/or persistent cases the school will consider a fixed term exclusion

When cyberbullying occurs outside the confines of the School, but is brought to the attention of the School, Heads of Year should be informed immediately. The school can sanction pupils where there is a direct link between behaviour out of school and maintaining discipline in school. See Behaviour Policy.

Heads of Years should inform all parents involved and may refer the victim's parents/carers to the Safer Schools Police Officer if further action is required. The Police can take action under the 'Telecommunications Act' 1984 section 43 and/or 'The Malicious Communications Act', 1988, section 1. See also the school's e-safety policy.

A clear distinction needs to be made between bullying and harassment and being upset because a child has fallen out with friends or as a result of a single thoughtless act or taking an interest in becoming friends with another child.

Record Keeping of Bullying Incidents

All incidents of bullying must be recorded on MyConcern, with any statements taken from the pupils and action taken placed on the student(s) file(s). These records must be given to the Head of Year concerned.

This provides:



- Documented proof for future reference.
- A record of those individuals who are the victims of bullying, and whether those individuals suffer bullying from other sources.
- Statistical evidence which should inform future policy and practice
- Heads of Year must store all bullying-related incidents electronically
- Help for Heads of Year in identifying possible patterns across a Year/Tutor group.
- Historical documentation of the extent of bullying within the school and areas where bullying has taken place.

Record Keeping of Racist Incidents

All incidents of a racist nature must be tagged as such in the electronic record keeping system - MyConcern.

The school will deal firmly with bullying behaviour in a way that reflects our commitment to equality and justice for all.

Communicating the Anti-Bullying Policy

- Senior Inclusion leaders with responsibility for Safeguarding, will remind students of their role and responsibilities through assemblies
- Tutors will use tutor time as an opportunity to revisit the Anti-bullying policy
- Senior leaders will review the Anti-bullying policy annually
- New staff/supply staff/new parents and new students will have the Anti-bullying policy explained to them
- Anti-bullying week, external drama group to promote anti-bullying
- The PSHE schemes of work cover bullying extensively in Yrs 7, 8 & 9
- The Anti-bullying policy will be available on the school website for parents/carers and students to access
- All students will sign the Anti-bullying charter and this will be displayed in their tutor room

School's Responsibilities

Under the Children's Act 1989, a bullying incident should be addressed as a child protection concern where there is "reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm". Where this is the case, the school staff will report their concerns to their local authority children's services. Even where safeguarding is not considered to be an issue, schools may need to



draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

Criminal Law

Although bullying is not a criminal offence in the UK, some types of harassing or threatening behaviour, or communications could be a criminal offence. For example, under the Protections from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003 and the Public Order Act 1986. If school staff feel that an offence has been committed, they will seek assistance from our Safer School's Officer.

Bullying Outside School Premises

Staff have the power to discipline pupils for misbehaving outside the school's premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside local shops or in a town. Where bullying outside school is reported to school staff, it will be investigated and acted upon. See Behaviour Policy.

Responsibilities of members of our school community

Students:

- Follow the school's code of conduct and anti-bullying charter
- Report all incidents of bullying
- Report suspected incidents where students may be afraid to report
- Support each other and to seek help to ensure that everyone feels safe and nobody feels excluded or afraid in school
- Work together to prevent bullying and condemn the actions of bullies
- Remember-silence is the bullies best friend

Methods of reporting bullying for students



- Report incident to any staff member. Where possible, report to Year teams and senior Inclusion leaders
- Students can e-mail any concerns to a staff member they trust.

Staff

- Adhere to the Behaviour policy and the Anti-bullying policy
- Follow correct procedures when dealing with disciplinary issues.
- Staff should make sure they consistently model excellent behaviour
- Correct pupils' behaviour as necessary but 'without humiliation or the use of sarcasm'
- Supply staff will be issued with the correct procedures for dealing with disciplinary issues and how to report such incidents

Parents

- If you suspect your child is being bullied, try to discuss the issue with them. Encourage them to disclose names, places, times and witnesses.
- Report such cases to their form tutor or Head of Year
- Support the schools Behaviour policy and Anti-bullying policy
- Encourage your child to be a positive member of the school community

Governors

The governors are responsible for establishing and implementing the anti-bullying policy and ensuring that it is regularly monitored and reviewed. The Senior Assistant Headteacher in charge of Pupil Care and Behaviour will manage the review, update and implement the policy following approval from the governors.

Engaging Parents/Carers

The Cardinal Wiseman School recognises that there may be occasions where parents or students feel that an incident has not been dealt with well. Any complaints or concerns should be addressed to the Headteacher, Mr Coyle.

As a Catholic school community, we pride ourselves on the collaborative and supportive work which enables our students to thrive at Cardinal



Wiseman. This can only be achieved through regular communication and dialogue between school and home. Support is provided to parents through our annual "Parent Information Evenings" and "Parent Consultation Evenings". There is also an online resource to support Parents/Carers on the school website-ParentZone.

Prevention work and education with students

- School ethos and Catholic values, key emphasis on respect and forgiveness for all members of our school community
- Assemblies throughout the year-see behaviour policy
- Senior leaders monitor particular trends in year groups and put strategies into place to prevent any conflict developing.
- Students celebrate differences and uniqueness whilst taking pride in their school

CONTACT LINES AND HELPFUL AGENCIES

Anti-Bullying Alliance www.anti-bullyingalliance.org.uk

Kidscape 0207 7303 300
(Bullying Counsellor available)

Childline 0800 1111
(Confidential free phone line for Children in trouble or danger)

Educational Action Challenging Free phone 0808 1000 143

Homophobia www.eachaction.org.uk

Victim Support Scheme 0117 963 1114

NSPCC 0800 800 500

Child Protection Helpline 0800 800 500

Anti-bullying Campaign 0207 378 1446

Parentline Plus 0808 800 2222



The

Cardinal Wiseman
Catholic School

www.parentlineplus.org.uk

Beat Bullying 0845 338 5060

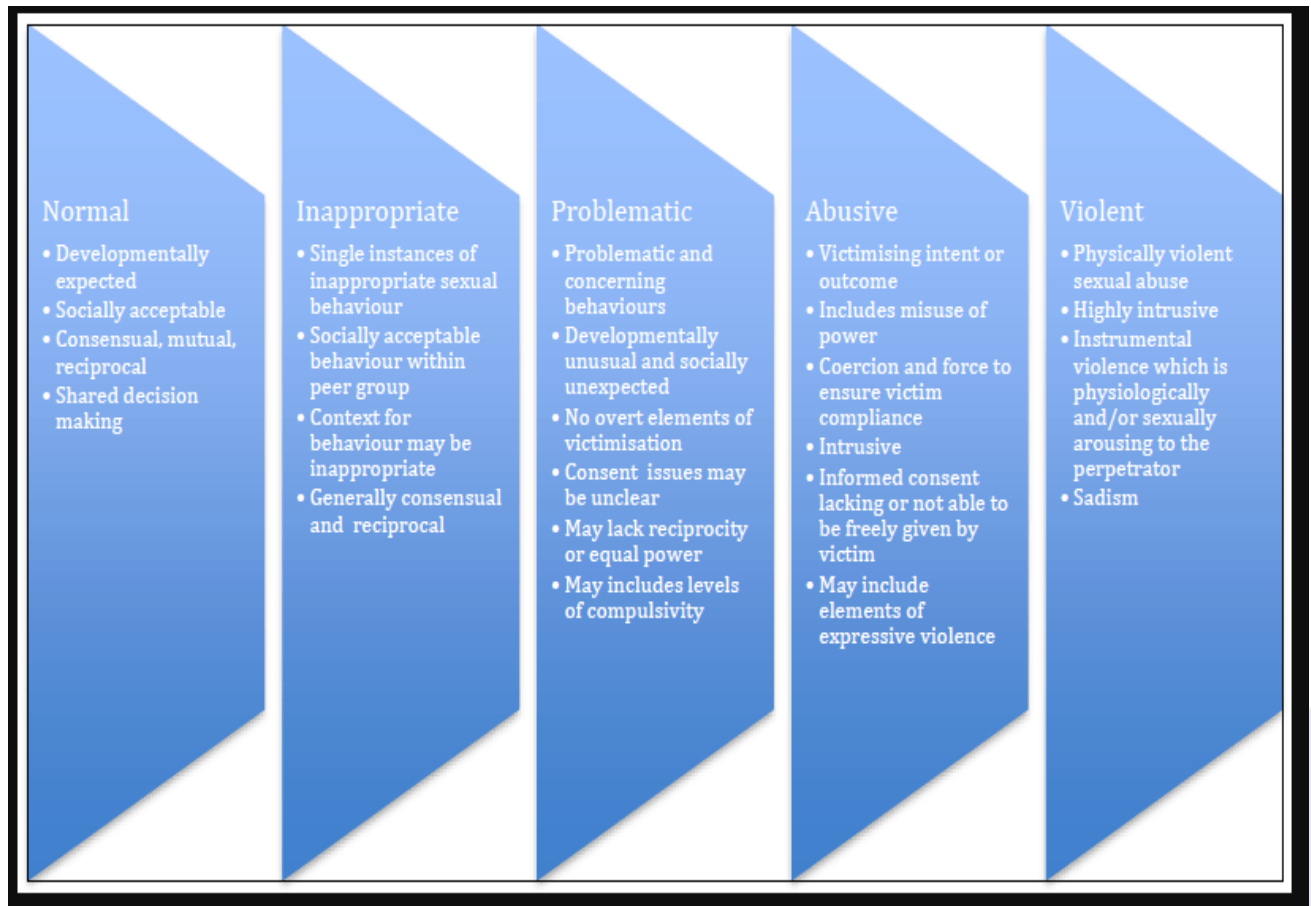
www.beatbullying.org

Ealing Pupil Parent Partnership 0208 840 9099





Continuum of harmful sexual behaviour



Further sources of information



Associated resources (external links)

- Use of Reasonable Force - advice for headteachers, staff and governing bodies

Behaviour and Discipline in Schools

- Behaviour and Discipline in Schools - advice for head teachers and school staff
- Information Commissioner for advice on the Data Protection Act
- Keeping children safe in education statutory guidance for schools and colleges
- UK Council for Child Internet Safety- UKCCIS Sexting in schools and colleges - responding to incidents and safeguarding young people

Legislative links

- The Education Act 1996
- Education and Inspections Act 2006
- Education (Independent School Standards) (England) Regulations 2010
- The Schools (Specification and Disposal of Articles) Regulations 2012
- School Behaviour (Determination and Publicising of Measures in Academies)

Regulations 2012

- Health and Safety at Work Act 1974