



RESPECT RELATIONSHIP POLICY

Policy reviewed annually by:

**HEADTEACHER
GOVERNORS
SENIOR LEADERSHIP**

Reviewed	Agreed by Governing Body	Next review
July 22	July 22	July 23

Relationship & Respect Policy 2022-23



Ethos and values

St Ursula's Convent School is a Christ centred community guided by Gospel values and rooted in the spirit of St Angela. The school endeavours to live our motto "Serviam" by valuing each member of our community, setting high expectations for behaviour as a prerequisite for learning.

We recognise that the best way to encourage good behavioural standards is through a clear code of conduct reinforced by a balanced combination of rewards and sanctions held within a positive, caring atmosphere. We believe that students need to behave in a professional way in order to learn. We have a virtues led school culture, which uses proactive, consistent systems to remove all barriers to learning so that all students reach their potential. Promoting positive behaviour is the responsibility of all members of the school community. Our children have the right to protection, regardless of age, gender, race, culture or disability. They have a right to be safe and feel safe in our school

St Ursula's ethos is 'Insieme' which means 'togetherness' and we respond to the needs of each individual student developing the whole personality and fostering qualities of mind, body and spirit, feeling and imagination in a supportive Catholic atmosphere. We do this through fostering the core Ursuline virtues of:

- Serviam
- Respect
- Kindness
- Generosity
- Perseverance
- Gratitude

Aims

St Ursula's aims to help students:

- To develop lively enquiring minds, and the skills and abilities necessary to ensure success and the highest personal academic achievement.
- To develop an understanding and appreciation for their religious faith and the spiritual and moral dimensions of their lives.
- To learn to demonstrate Gospel, Ursuline and British values through their actions and contributions to school life with a focus on our Ursuline virtues.
- To learn to respond to the needs of others; to respect other races, cultures and religions.
- To celebrate and enjoy experiences of friendship, success, happiness and shared endeavour.

- To create an environment where 'Every Child Matters'.

Relationship & Respect Policy

We believe that achievement is affected by behaviour and that behaviour is affected by achievement. We also recognise that we have a joint responsibility with families to teach appropriate behaviour and nurture humanity and integrity through our gospel values.

We want to enable every student to excel to their full potential academically, socially, emotionally and physically

We aim to promote a positive approach in attitude and behaviour in order to create the best environment in which the students are able to achieve their full potential. Therefore, maintaining a positive and caring ethos throughout the community is fundamental to achieving this aim. Staff, families, visitors and students are expected to conduct themselves in line with our policy. The abuse of social media and other digital communication is included in the summary of the listed school rules below.

Positive relationships are key. Staff must be a constant presence around the school, in-between classes, during breaks in the school day, and at lunch times in order to ensure that children are using the school grounds respectfully and behaving appropriately. This will also support the building of positive relationships outside the classroom.

We expect our students to behave well, both inside and outside the school, by showing self-discipline and respect for both themselves and others. This will be their response to the Catholic ethos of St Ursula's and the homes from which they come; by their conduct they are expected to bring credit to both. When dealing with poor behaviour, we keep relationships in tact by focussing on the behaviour and not the student with the purpose to move forward positively.

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing good relationships, including with those learners who are hardest to reach. We praise the behaviours we want to see. The more we notice good behaviour/celebrate success the less we need to extrinsically reward it. It becomes just the way that we do things. We value the effort pupils put into demonstrating good behaviour and developing good relationships. Praise is the foundation of developing our loving and compassionate Ursuline virtues thus ensuring positive relationships within the school community.

In order to celebrate our students and their many achievements there are many opportunities to formally praise them. A list of these opportunities can be found below:

A. Positive behaviour mentions

Weekly
<ul style="list-style-type: none">● Phone calls home from teachers, pastoral leads & SLT● Certificates of achievement● Phone call to Parents/Carers● Sharing excellent learning with others● Good news postcards● Lunch with a member of school staff onsite● Year 11 Respect Loyalty Card● House points
Termly
<ul style="list-style-type: none">● Certificates for the top 5 students with outstanding work in each subject area● Certificates for the top 5 most improved student in each subject area● Certificates to students for 100% attendance and punctuality that term● Certificates to the top 20 students for achievement/ house points that term● Tutor group prize for the tutor group with the highest attendance in your Year● Certificate and £20 voucher for Student of the term per year- as selected by the RSL● Certificate and £5 voucher for Student of the term per tutor group - as selected by the tutor● Serviam award for each year- selected by the RSL
Annually
<ul style="list-style-type: none">● Certificates for the best student in each of the subject areas● Certificates for the most progress made in each of the subject areas● Certificates for students with 100% attendance and punctuality all year● Certificates for the top 20 students for conduct house points all year● Certificates for tutor award – best student in each of the tutor groups● £10 voucher for the 2 students selected for the pastoral award● Tutor class prize for the top attending tutor group in the academic year● House Prize for the House with the most collective house points

N.B. See Appendix 5 for a more detailed breakdown.

A happy and successful school is one in which good order prevails and students respect boundaries. We insist on high standards of conduct, behaviour and appearance and rely on parental support to achieve this. The Home - School agreement is sent out at the start of the academic year, we ask that this is read and signed by all students and their parents so that we can work collaboratively and support all students to meet expectations.

A summary of our school rules is listed below. Other rules may be explained, as the occasion arises, at appropriate junctures. All students are expected to respond promptly and obediently to the instructions of staff at all times. Sanctions for poor behaviour are set out in this document.

Expected Standards of Behaviour

a. Staff conduct and behaviour

St Ursula's expects all staff to model the highest standards of respect in their interactions with each other and with students. Staff will act as professional adults in all situations as they represent the school and its reputation in the local community. This also ensures that as professionals teachers are following the Teacher Standards.

In upholding and applying the St Ursula's Relationship and Respect Policy staff will be consistent in its application across student groups being firm and objective. This applies both to rewards as well as sanctions.

In showing a professional manner staff will remain calm and use a tone which will de-escalate situations. Whatever the provocation, staff should remember that as the adult they should remain calm and keep self-control. Remember that aggressive tone may provoke aggression in the students' responses and cause an escalation of a situation.

Staff should always distinguish between the act of unacceptable behaviour and the student as an agent. They should make it clear that it is the student's behaviour which is unacceptable, not the individual. For example, staff may say that a child is behaving rudely, but should not say that the student is rude. Avoid judgemental statements.

When speaking to a student about behaviour if you feel that a difficult situation could develop you might ask another member of staff for support in guiding the conversation with the student back to one of respect and reconciliation. Equally if you pass a member of staff who is speaking with a student and you consider that you could support the conversation you might then ask the staff member if you could help.

If as a member of staff you feel that you are annoyed or upset by something a student has said or done, it might be worth waiting until you feel less emotion. This will allow a more objective conversation. However, always make sure that you follow up on incidents so that you maintain consistency in your relationships with students.

Staff should avoid physical contact with students, except in circumstances where there is a risk of harm to that student, harm to another person, or extreme damage to property. On these occasions, staff must use their professional judgement, regarding the appropriate and safe use of physical intervention or restraint and it is vital that only the minimum force necessary to prevent harm or damage is used and only for the minimum amount of time.

Respect and relationship interaction with SEND students

Students who are on the SEND register are identified in SIMS and also through staff training where the specific needs of students are outlined. Information about students is also available in CPOMS. Where students have been identified as having a special educational need that will impact on their understanding in conversations with staff around behaviour, this is highlighted to staff in the above information systems.

Staff should make a reasonable adjustment in their conversation with SEND students to allow for possible language comprehension delays and issues with personal interactions such as may characterise students with ASD. Staff should explain to the student what is expected for respect to be maintained and give the student time to understand this request. If it is possible that this will lead to distress for the student or escalation of feelings, staff can refer the situation to the SEND department after the lesson so that inclusion teachers can spend time with the student and support the restoration of the teacher-student relationship.

b. Student behaviour

Expected standards of behaviour are stated in the student journal and are regularly reiterated, formally, in assemblies and informally by all members of staff. The school rules and Code of Conduct outlined in the student journal makes clear the general principles of good behaviour which will ensure a happy and successful working and social environment for all students.

It is also recognised that within our school all efforts will be made to cater for the individual needs of our students. This however will not mean that the needs of any one individual will necessarily outweigh the needs of the community we serve.

c. Lesson Expectations

In every lesson, all students should meet the following expectations:

- Arrive on time
- Arrive with correct uniform
- Arrive with all necessary equipment
- Arrive with completed homework
- Follow all teacher instructions in a timely fashion
- Apply yourself fully to all tasks throughout
- Work with others in a collaborative manner.

When students meet and exceed these expectations they will be rewarded in various ways;

- Verbal praise
- Written praise (in book/planner)
- SIMS House points
- Phone call home

If a student fails to meet any of the lesson expectations the classroom teacher will carry out the steps below;

- 1) Two warnings
- 2) 30-minute detention
- 3) Removal to HOD/Dept – this will result in a detention
- 4) SLT called – this will result in removal to the R&R

Please see Appendix 1. – Lesson Expectations poster, which is displayed in every classroom across the school.

Unsatisfactory Behaviour and Interventions

Whilst actively encouraging and rewarding good behaviour, St. Ursula's Behaviour Policy makes clear that unsatisfactory behaviour will not be ignored or tolerated. Boundaries are made clear and sanctions are applied when students wilfully ignore the rules of the school.

In order for unsatisfactory behaviour to be dealt with effectively, it is considered important to have the fullest picture of a student's behaviour so that any incident may be seen in the widest possible context.

Banned items at St. Ursula's Convent School

The safety of our students is the most important thing and as such we have a zero-tolerance policy on: The possession or use of any drug, including when entering and leaving the school premises. Bringing intruders on site / in the vicinity. Bringing into the school or being in possession of any weapon. Students publicly bringing St. Ursula's School name and reputation into disrepute .

N.B. See Appendix 8 for a more detailed breakdown of banned items on the school premises.

Recording Unsatisfactory Behaviour

Every example of unsatisfactory behaviour must be logged in SIMS. This is closely monitored so that a pattern of behaviour can be recognised and therefore enable the pastoral team and all staff to better support every student.

Every negative mention (red flag) on SIMS is cumulative and will carry additional sanctions, as outlined on the next page.

Staff will also be recording positive mentions for all students, these are cumulative and will result in the rewards outlined on the next page.

SIMS behaviour mentions

A. Negative behaviour mentions (red flags)

Negative behaviour mentions (red flags)

Weekly	
1 to 2 negative mentions (in a day)	30 minute Detention on that day with RSL
3 to 4 negative mentions in a week	Friday 1-hour SLT detention
5 or more negative mentions	Friday 2-hour Friday SLT detention
N.B. 4+ points in any one day could result in escalation to the R&R	
Half Termly	
Between 7-9 negative mentions	Tutor call home to warn parents and continue to monitor
Between 10-14 negative mentions	RSL call home to warn parents and continue to monitor
15 points negative mentions	1 day in the R&R Behaviour report
Between 20-25 negative mentions	RSL call home to warn parents and continue to monitor
30 negative mentions	2 days in the R&R SLT report
35+ negative mentions	1 day fixed term exclusion Deputy Head report <i>N.B. depending on the severity of the sims mentions there may be a referral to the Headteacher and a longer fixed term exclusion.</i>
<i>N.B subject to change</i>	

N.B. See Appendix 4 for more detailed breakdown.

Detention Policy and Procedure

After school detentions may take place for up to 1 hour without prior notice. Notice will be given for longer detentions in line with the DfE guidelines.

Detentions may be set for anything logged on SIMS for negative behaviour. It is the student's responsibility to ensure that their parents/guardians are made aware of the detention time and date.

In all detentions, students should be reading, working or revising.

When a classroom teacher sets a detention, the detention will be centralised by the KS the student is in (e.g. Year 7-9 students will attend the KS3 detention room, Year 10-11 students will attend the KS4 detention room). A member of SLT and staff will supervise KS detentions.

Late detention will also be in KS detention rooms for any type of behaviour that is recorded on SIMS warranting a detention.

Whole School Detention

If a student is late to school, is unsuccessful on their behaviour report, or displays behaviours that RSL or SLT think warrant an hour detention in the relevant KS group detention

Friday SLT detention

If a student receives five or more negative points in a week or commits a serious misdemeanour deemed worthy, they will receive a 3 hour Friday detention with a member of SLT. This will start from 3.15 pm to 6.15 pm.

Parents will be notified by the student's pastoral leader and the student will be given a letter, it is their responsibility to give this to their Parent/Guardian.

Students are expected to be in the school at their designated detention time and be in full school uniform. Failure to attend a Friday SLT detention on time or at all is deemed to be serious and will result in a two-day placement in the R&R. If a student fails to attend two Friday SLT detentions they will have a one-day exclusion followed by one day in the R&R.

Relationship & Respect Report

If a student persistently misbehaves or fails to produce work to a satisfactory standard, the pastoral leader will use a Behaviour Report to monitor how the student is throughout each day for two consecutive weeks. At the end of each day, the student will meet with their pastoral leader to review their day. The pastoral leader will go through the grades the student received for registration, each lesson and behaviour around the school. Students will receive a Pass, Fail or Distinction for each part of the day. If a student receives a Fail grade, they will have an automatic 1-hour detention at the end of the day. If they receive three or more fail grades in a day, they will be referred to the R&R for a two-day placement.

Pastoral leaders will call home to inform parents/guardians when a student is being placed on report. When a student successfully completes two weeks on report they will be removed from report, pastoral leaders will call home to confirm this. If a student has been unsuccessful, they will remain on report to the pastoral leader for a further week. If a student is unsuccessful in their third week of reporting to their pastoral leader, a meeting with parents/guardians will take place so that together we can remind the student of the school's expectations. The student will then be referred to the Senior Leadership Team (SLT) report. This report works in the same manner but the student will see the SLT member at the end of the day rather than their pastoral leader.

A student will be on report to SLT for two weeks, if unsuccessful, parents/guardians will meet with SLT then the student will be referred to report to the SLT Key Stage Lead. If the student still does not make enough positive progress, the SLT Key Stage Lead will refer the student to Ms Norbert.

When students successfully complete a report to their pastoral leader or SLT line manager they will go back to baseline (please see Appendix 2). When a student successfully completes a report to the SLT Key Stage Lead or Ms Norbert they will return to a pastoral leader report for one week before returning to Baseline (please see Appendix 2).

R&R

If a student persistently misbehaves or commits a serious misdemeanour they may be referred to the R&R for a placement. This means that the student is withdrawn from normal school routine, in line with the DfE guidelines, and appropriate work will be set. Parents will be contacted to be informed of this sanction.

1. Students must sit at their designated workspace.
2. Students will follow their normal timetable.
3. Students will be given a grade for each period of their day. To successfully pass a day in the R&R, students are required to complete a sufficient amount of work each period and to follow all rules.

4. Students will be allowed to go to the toilet at the same time as all other students in the school (i.e. break and lunch). They should not use the toilets at any other time.
5. Students will have their lunch in the R&R, they will be able to choose a sandwich, dessert and drinks.

If a student has been referred to the R&R their school day finishes at 3.30 . They will sit a whole school detention for one hour, failure to do so results in a further day in the R&R.

If a student persistently fails to follow the rules of the R&R they will face a Fixed term exclusion followed by a placement in the R&R.

Referrals to the R&R can only be made by Ms Norbert or pastoral SLT.

Fixed term Exclusions

Please see the separate Exclusion Policy.

Incident Investigation

When an incident takes place that is deemed to be more serious than a whole school detention and/or than a minor/major sims mention, it will be investigated by the pastoral lead or SLT. Students and staff will be expected to complete an incident report if they were directly involved or witnessed the incident.

Relevant parents will be informed of the outcome of any investigation and possible sanctions.

Please see Appendix 6 for more detailed procedure.

Late to school Procedure

Students are expected to be at school by their designated start time. If a student arrives at the school gate 5 minutes or more later than their designated start time they will be deemed as arriving late, this will have the following implications:

1 late/s to school in a week	30 minute Year group detention
2 late/s to school in a week	45 minute Year group detention
3 lates in a week	Will receive a 2 hour Friday SLT detention
4 - 9 lates in a half term	Punctuality report Level 1-Tutor Tutor call home to speak to parent
10 lates in a half term	Punctuality report Level 2-RSL 1 days in R&R Pastoral Leader call to speak to parent
15+ lates in a half term/ year	Punctuality report Level 3-SLT 2 days in R&R SLT meet with parents Please note, every 5 lates thereafter will result in a 1-day exclusion and a meeting with parents.

If your child is late due to a valid reason, for example, a doctor's appointment you will need to provide evidence of this. We will use our discretion if there are genuine traffic problems within the school vicinity but please note, **phone calls to the school on a regular basis will not be sufficient to omit your child from the above sanctions.**

Attendance

Regular attendance is encouraged and expected of all students at St. Ursula's. It is Parents/Guardians responsibility to inform the school on the first day of any absence. On return from absence a letter explaining the absence must be produced and Medical certification should be provided on request.

The school works closely with parents and agencies to identify patterns of non-attendance at an early stage. Non-attendance will be dealt with seriously and the Early Help team at Greenwich will be informed.

Truancy will be dealt with seriously and the student will be detailed at the discretion of the pastoral leader to make up lost time, they will receive a 3 hour Friday detention with a member of SLT. This will start from 3.15 pm to 6.15 pm.

A student who has to leave early for any reason must bring a note to their Form Tutor **during morning registration**. They will then be directed to their pastoral leader who will call Parents/Carers to confirm the reason for leaving early and sign the note. When the student needs to leave school, they should report to reception with the note signed by the pastoral leader. The receptionist will sign the student out and give them a slip acknowledging the reason that they are leaving school before 3.10.

Bullying

The Governors and staff make a commitment to all students that each reported incident will be taken seriously and dealt with sensitively. Students and parents are assured that necessary action will follow in accordance with the school's Anti-Bullying policy.

Bullying Prevention

At St. Ursula's we believe in our catholic values of love, support and Serviam. It is essential that students can learn in a supportive, caring and safe environment without fear of being bullied. Bullying is unacceptable and will not be tolerated in or outside St. Ursula's. Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The three main types of bullying are:

- physical (hitting, kicking, theft);
- verbal (name calling, racist remarks); and
- indirect (spreading rumours, inappropriate misuse of social media and technology, graffiti about the person, excluding someone from social groups).

Verbal and indirect bullying may include electronic or cyber bullying using PCs, email, social networking, mobile phones and other devices (please see the student mobile phone policy for further guidance on mobile technology expectations). Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, loss of concentration or truanting from school. Students must be encouraged to report bullying in schools. All staff must be alert to signs of bullying and act promptly and firmly against it in accordance with school policy.

To prevent bullying St. Ursula's Convent School will:

- seek to identify bullies,
- address the needs of individual children, both bullies and victims,
- provide a consistent response to bullies and their victims,
- implement a system to deal with different degrees of bullying,
- secure clear agreement among all the adults involved on the steps forward,
- provide time during St. Ursula's staff in-service training programme to discuss issues associated with children's physical, social and educational well-being, and
- disseminate the anti-bullying policies and procedures throughout the school.

Responses to bullying

Teachers & staff may take the following steps when dealing with incidents:

- if bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached;
- a clear account of the incident will be recorded and given to the RSL/Assistant Headteacher (Behaviour)/Director of Behaviour & Attitudes and Designated Safeguarding Lead;
- the SLT or Head of Key Stage will investigate and interview all concerned and will record the incident;
- the SWO/RSLs will be kept informed and if it persists the SWO/RSLs will advise the appropriate subject teachers;
- parents will be kept informed; and
- punitive measures will be used as appropriate and in consultation with all parties concerned.

Students who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a SWO or member of staff of their choice;
- reassuring the student;
- offering continuous support; and
- restoring self-esteem and confidence
- Restorative justice meeting (where appropriate)
- Counselling support
- Mental health lead (where appropriate)

Students who have bullied will be helped by:

- discussing what happened;
- discovering why the student became involved;
- establishing the wrong doing and need to change; and
- informing parents to try to change the attitude of the student.

The following disciplinary steps can be taken:

- official warnings through written and verbal sanctioning to cease offending;
- detention;
- exclusion from certain areas inc facilities or activities;
- student behaviour report
- Student inclusion panel discussions
- R&R internal exclusion

- minor fixed term suspension;
- major fixed term suspension; and
- permanent exclusion.

Rewards

Please refer to the school system on rewards

In Lessons

The following are examples of sanctions which teachers may employ, using their professional judgement as to which is appropriate.

- A frown or shake of the head on catching the student's eye
- A verbal reminder that a student should be on task. This could be simply calling the student by name or asking them to concentrate on the task in hand.
- A reminder that the student's behaviour is inappropriate in a classroom or other learning situation.
- A comment in the journal recording the misdemeanour e.g. book or equipment forgotten, talking when shouldn't, answering back etc. This will be noted by the parents at the end of the week when they sign the journal.
- If the teacher considers that a student is preventing the lesson from going ahead by her behaviour the student should be sent to the Head of Department (HoD) with a note in the journal and accompanied by another student. The HoD may decide to keep the student in his/her class till the end of the lesson and resolve the incident at a break or, if that is not suitable, may refer the student immediately to the Safeguarding and Wellbeing Officer (SWO), Key Stage Leader (KSL) or a member of the Senior Management Team (SLT) but this must only be for a serious incident.
- If a student behaves in an unsafe or potentially dangerous manner, especially in a practical lesson, they will be forbidden to take part in that particular lesson and will have to watch from the side, taking notes, instead of taking part.
- If a student arrives late to the lesson, fails to bring correct equipment, fails to do or hand in homework, wastes lesson time, etc. the teacher will impose a detention to ensure that work is completed and poor study habits are changed.
- Where necessary a teacher will set a detention. This can be up to an hour after school.

Around the School

Behaviour around the school, on the corridors and in the playground is as important as behaviour in class. All staff and students have a duty to ensure that high standards of conduct, courtesy and polite language are maintained at all times. Where there are breaches of the values and rules the following sanctions will apply:

- A verbal reminder of the school rules or of the expected standards.
- A journal comment for unacceptable noise, language or physical behaviour. This will be noted by the parents at the end of the week when they sign the journal and by the Form Tutor.
- A record on SIMs and notification to the LA if a racist incident occurs. This will be alongside further sanctions.
- A request that the student is seen by the Form Tutor and Key Stage Leader.
- The incident may then be referred to a member of the SLT if necessary.
- If a student is misbehaving during break time or lunchtime they may be told to report to the dining room at lunchtime where they will be detained and may do a useful duty. This is to keep them out of the playground where they have caused the nuisance and to put them under the supervision of a member of staff.
- Students who bring chewing gum into school will have a one-hour detention that week with a Key Stage Leader.
- Students may be placed on a report to monitor their behaviour in lessons and around school.

Persistent offenders and students involved in other serious misdemeanours may also incur a Friday SLT 2 hour detention or withdrawal from school trips.

Peer on Peer Abuse

We recognise the importance of taking proactive action to minimise the risk of peer-on-peer abuse, and of creating a supportive environment where victims feel confident in reporting incidents. We understand the importance of effective education about appropriate behaviours and consent, staff will be vigilant, reporting systems are in place and any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images will be challenged.

Please see Safeguarding & Child protection policy for further information.

Order of Referral of Poor Behaviour

1. Classroom Teacher

Deal with poor behaviour within lessons and on corridors between lessons or in vicinity of teaching room, It is important that you do not ignore poor behaviour of any type incl. uniform.

Apply Following Sanctions

1. Verbally warn students about behaviour and make it explicit to the students
2. Give Detention and record on SIMS

If a student misses a detention, record this on SIMS.

2. Head of Department / Form Tutor

Deal with any concerns passed on from classroom teachers;

Apply Following Sanctions

1. Assist Classroom teacher in applying original sanction.
2. Form Tutor should monitor their tutees, intervening where appropriate and referring to the pastoral leader where necessary.
3. Head of Department is responsible for supporting the classroom teacher and ensuring that the detention or sanction is applied.

If a student continues to exhibit poor attitude or misses detention refer to the pastoral leader of the student

3. RSL

Deal with any concerns passed on from Head of Department/Form Tutor

Apply Following Sanctions

1. Reprimand student for poor behaviour and support Head of Department/Form tutor
2. If necessary place student in R&R or Friday detention.
3. Monitor SIMS and apply appropriate interventions, sanctions and rewards

Fri/Sat detention decisions are based on SIMS mentions or in consultation with Pastoral SLT.

4. SLT Line Managing Year group

Deal with any concerns passed on from pastoral leader. SLT will ensure that the student in question is dealt with by the pastoral leader in question.

If the member of SLT cannot deal with the student then it will be referred to next stage.

Deal with serious breaches of discipline likely to result in serious sanctions e.g. Exclusion

Exclusion/R&R

5. Headteacher

Deal with serious breaches of discipline likely to result in serious sanctions e.g. Exclusion

DRAFT

- Good behaviour, courtesy and politeness are expected in school, to and from school and on Public Transport.
- Full school uniform must be worn to and from school and on all school occasions. Students must always wear uniform in accordance with the uniform policy, including when wearing school uniform outside of school and when travelling to and from school. All articles of school uniform should be clearly marked with the owner's name. Breaches to uniform or students having extreme hairstyles will result in a placement in the R&R or may result in a fixed-term exclusion.
- Outdoor coats and accessories, e.g. hats and scarves must not be worn inside the building.
- Students should always carry a reading book with them, this does not include newspapers or magazines unless a teacher has requested that they are brought in for use in a lesson.
- All damage to school property and equipment should be reported immediately; care should be taken of all school books.
- Expensive items, such as tablets or large sums of money, should not be brought into school. No responsibility can be taken by the school for loss of money or other personal property left unattended.
- If brought to school, mobile phones should be switched off during the school day and remain out of sight. Any phones which are seen by staff or are being used during the day (this includes the playground) will be confiscated for two weeks. They are then to be collected by parents.
- Electronic scooters are strictly forbidden.
- During the lunch break students in years 7 – 11 may not leave the premises.
- Smoking (including vaping) is forbidden to, from and in school and whilst in school uniform.
- Offensive weapons/Drugs are not permitted on school premises. Any student who is found in possession of any such item or who brings any such item into school will be permanently excluded.
- St Ursula's reserves the right to stop and search any student who is suspected of being in possession of any object, material or substance that could be deemed to be harmful or in contravention to any of the school rules (please see Use of Reasonable force policy).
- Making false or malicious accusations about a member of staff could result in the permanent exclusion of a student from the school.

Action	Suggested sanction (what the student should expect)
Not bringing in/doing homework	<ul style="list-style-type: none"> - Detention that day or next day and the homework completed. + Mention on SIMs - Persistent failure to complete homework should result in a referral to HOD and/or pastoral lead. - Sanctions should be imposed by HOD but classroom teacher should still assume responsibility with the HOD's support.
Not bringing in exercise books/textbooks (equipment)	<ul style="list-style-type: none"> - Warning + Mention on SIMs. - Persistent failure to arrive to lessons with the appropriate equipment should result in a referral to HOD and/or pastoral lead - Sanctions should be imposed by HOD but classroom teacher should still assume responsibility with the HOD's support.
Being late for a lesson	<ul style="list-style-type: none"> - Warning + Mention on SIMs.
Being disruptive in a lesson (low level disruption e.g. Talking persistently, getting out of chair and walking around, distracting others, poor attitude).	Follow Lesson Expectations procedure, please see Appendix 1.
Disobedience e.g. refusing to follow a teacher's instructions.	Initially, follow Lesson Expectations procedure, please see Appendix 1. <ul style="list-style-type: none"> - If the student continually disrupts and fails to follow teacher instructions there will be escalation in accordance with the Academic & Pastoral Intervention tables (Appendix 2 & 3). - In consultation with the pastoral lead and/or SLT this could result in an R&R referral or fixed-term exclusion.
Not attending a detention	Mention on SIMs.
Wearing jewellery	<ul style="list-style-type: none"> - Jewellery should not be worn, to and from or in school - Items will be confiscated and returned at the end of the term or after a fixed time period for the Parent/Guardian to collect. - This is at the discretion of the pastoral lead - Detentions will also be given.
Wearing uniform not in accordance with the uniform policy	<ul style="list-style-type: none"> - Uniform should always be worn in accordance with the uniform policy - Non permitted items (e.g. hoodies) will be confiscated and returned at the end of term - Detentions will also be given

Having a mobile phone out during the school day	<ul style="list-style-type: none"> - Any phones which are seen by staff (this includes the playground) will be confiscated for two weeks. - Detentions may also be given. - If a phone is confiscated in relation to a behavioural or safeguarding incident it will not be returned to Parents/Guardians until the reintegration meeting.
--	--

Internal truanting	<ul style="list-style-type: none"> - Referral to pastoral lead who will set a detention to make up the lost time. - Parents are informed of incident by the pastoral lead
External truanting	<ul style="list-style-type: none"> - Referred to pastoral lead - Parents informed - Lost time must be made up.
Chewing in a lesson	<ul style="list-style-type: none"> - 30 minute Detention that day + Mention on SIMs
Trainers in school	<p>Student will not be allowed in lessons.</p> <ul style="list-style-type: none"> - If they are worn in the building students must work in the R&R until shoes are brought in. - The only exception is for medical reasons which must be confirmed with a medical letter or letter in planner from parent
Vandalism or Deliberately defacing school property	<p>Fixed term exclusion</p> <ul style="list-style-type: none"> - Parents may be asked to cover the cost restoring/replacing any damaged property.
Breach of the school E-safety Policy (e.g.: -sending/sharing inappropriate messages, photos, or videos, -taking/sending/sharing photos and videos of others without permission, -inappropriate/illegal/sexual content on smart phones/devices, -inappropriate use of social media or using social media to bully or defame any member of the school community)	<p>Sharing of content/inappropriate messages etc. will result in a fixed term exclusion (normally of at least 3 days) this could be increased depending on the nature of the incident.</p> <p>Please see E-safety policy.</p>
Bringing prohibited/contraband items into school e.g.: alcohol, drugs fireworks, bangers, stink bombs etc.	<ul style="list-style-type: none"> - In relation to drugs and fireworks, SLT will report to the Police, article confiscated and handed to police. - Fixed term exclusion - Possible Permanent Exclusion for drugs.
Possession of (imitation) firearms, knives or weapons on school premises	<ul style="list-style-type: none"> - Both are arrestable offences. - Immediately report to SLT who will report to the Police, article confiscated and handed to police. - Fixed term exclusion

	<ul style="list-style-type: none"> - Permanent Exclusion.
Inappropriate physical contact with another student of a sexual nature	<ul style="list-style-type: none"> - An investigation will take place. Incident will be logged. - Students may be removed from the general school population whilst the incident/s are investigated. - Sanctions/support could involve detention, R & R, fixed term exclusion, education and counselling for the victim and/or perpetrator. - Permanent fixed term exclusion. - Parents will be informed. - Involve police/external agencies if necessary, depending upon severity. See Sexual Violence & Harassment policy and protocol.
Bullying	<ul style="list-style-type: none"> - As per our anti-bullying policy: incident logged. - Sanctions will involve a letter to parents, others e.g. detention, counselling for the perpetrator. - Exclusion will be automatic for repeat offending. - A genuine apology to the victim must follow and reconciliation effected. - Clear assurances of no further incidents must be made.
Intolerant behaviour towards others, including but not restricted to; Racist Homophobic Sexist Transphobic Disability Religious discrimination	<ul style="list-style-type: none"> - Must be reported to our Designated Safeguarding Lead - Must be fully investigated and logged on SIMs - Students may be removed from the general school population whilst the incident/s are investigated. - Sanctions/support could involve detention, R & R, fixed term exclusion, education and counselling for the victim and/or perpetrator. - Permanent fixed term exclusion. - Parents will be informed. - Involve police/external agencies if necessary, depending upon severity. Please see school Equalities policy and Anti-Bullying policy.

Swearing/verbal abuse directed at a teacher	Fixed term exclusion.
A fight	<ul style="list-style-type: none"> - Students will be removed from the general school population and may at times be isolated whilst the incident is resolved. - An investigation will take place to identify the causes of the fight and to establish what took place. - Fights will result in a fixed term exclusion (normally of 2 days) this could be increased depending on the nature of the incident and could result in a permanent exclusion.

<p>Aggressive and anti-social behaviour</p> <p>This includes aggressive behaviour towards other members of the school, short of physical contact. Swearing, spitting, kissing teeth etc, on and off the premises.</p>	<p>- Depending on the severity of the incident Pastoral Leader or SLT to be informed as soon as possible.</p> <p>- This type of behaviour will result in a fixed term exclusion (normally of 2- 3 days) this could be increased depending on the nature of the incident.</p>
<p>Theft</p>	<p>Fixed term exclusion.</p> <p>- Possibility that Police may be informed.</p>

Please note: **All fixed-term exclusions are at the discretion of the Headteacher**

Linked policies:

- Home – school Agreement
- Exclusions Policy
- Attendance Policy
- Anti-Bullying Policy
- Use of Reasonable force Policy
- E-Safety Policy
- Sexual Violence & Harassment policy and protocol
- Equalities policy
- Safeguarding & Child protection policy

February 2022

Date Ratified by the Governors:.....

Signed:.....

Review Date: September 2023

Lesson expectations

When you meet and exceed expectations:

- Verbal praise
- Written praise (in book/journal)
- SIMS individual achievement points
- SIMS House points
- Phone call home.

In every lesson, the following expectations should be met:

- Arrive on time
- Arrive with correct uniform
- Arrive with all necessary equipment
- Arrive with completed homework
- Follow all teacher instructions in a timely fashion
- Apply yourself fully to all tasks throughout
- Work with others in a collaborative manner.

If you fail to meet expectations:

- Two** warnings
- 30 minute detention
- Removal to HOD/Dept – this will result in a 1 hour detention
- SLT called – this will result in removal to the R&R.

Appendix 2

Baseline Classroom teacher	Stage 1 Form Tutor	Stage 2 RSL	Stage 3 SLT Line Manager	Stage 4 Headteacher
Student indicators	Student indicators	Student indicators	Student indicators	Student indicators
Expected progress Positive Engagement – efforts and grades high 98%+ attendance 100% punctuality	Slightly below expected progress Effort Grade Mid Range 96%+ attendance 94% Punctuality Negative Comments in the journal Negative SIMs comments Detentions	Below Expected Progress Effort Grade Mid-Low Range 94%+ Attendance 94% punctuality Regular Negative comments in the journal Regular negative comments on SIMs (10+) Several Detentions Fri and Sat Detentions R & R External Fixed Term Exclusions	Significantly below expected progress Significant lack of effort 92%+ attendance 92% Punctuality Consistent negative SIMS Comments (20+) Regular Detentions Frequent Fri/Sat Detentions Several R & R Referrals Repeated or serious External Fixed Term Exclusions	Significant and sustained under achievement Total Disengagement Below 85% attendance Below 85% attendance At risk Behaviour Risk to others Serious Fixed Term Exclusions (15+ days)
Interventions	Interventions	Interventions	Interventions	Interventions
Classroom Policy Differentiation Seating plans Marking SIMs Comments Phone Call Home	Phone call home Detentions Notes in Journal SIMs Comments Homework Club	Meeting with Parents Pastoral Leader Report Fri/Sat Detentions Compulsory H/W Club Mentoring Attendance Officer R & R Referral	Meeting with Parents SLT Report Fri/Sat Detentions Behaviour Agreement Early Help Referral R & R Referral External Fixed Term Exclusions	Managed Move Off site provision Permanent Exclusion
Diagnostics	Diagnostics	Diagnostics	Diagnostics	Diagnostics
Quality of work in book Journal Assessments SIMs Log Parental Phone calls Referred to Tutor	SIMs Log Journal check Emails from staff Parental Phone Calls Reports Referred to pastoral lead	SIMs Log Improved Grades in both effort and behaviour Assessment Grades improve Book Looks Journal Looks Successfully completes time on Report Referred to SLT Report	SIMs Log Improved Grades in both effort and behaviour Assessment Grades Improve Book looks Journal Looks Successfully completes time on report Referred to SLT pastoral lead	Positive Response to Internal/External Exclusion, intervention and improved targets Successfully completes time on report
All staff should work in consultation with the SEND department if they have any concerns regarding a student's behaviour				
Note: the stages have been designed to be indicative, not prescriptive.				

Appendix 3

Stage 1 Classroom teacher	Stage 2 Form tutor	Stage 3 RSL	Stage 4 SLT / Principal
<p>Student Indicators</p> <ul style="list-style-type: none"> • Expected progress • Positive engagement – efforts grades • 96%+ attendance to lesson • 96%+ punctuality <p>Interventions</p> <ul style="list-style-type: none"> • Differentiation • AfL • Classroom codes • Modified seating plans • Work effort sanction • Punctuality sanction <p>Diagnostics</p> <ul style="list-style-type: none"> • Data drop assessment • Quality of notes/folder • Referral to HoD 	<p>Student Indicators</p> <ul style="list-style-type: none"> • Off-track • Variable engagement – effort grades • 2+ standard detentions per HT • 90-96% attendance to lesson • 90-96% punctuality <p>Interventions</p> <ul style="list-style-type: none"> • Detentions • Half-termly home contact • Tutor mentoring 'risk elimination' • Study skills • Wellbeing skills <p>Diagnostics</p> <ul style="list-style-type: none"> • Half-termly folder/note check 	<p>Student Indicators</p> <ul style="list-style-type: none"> • Significantly off track • Neutral engagement – effort grades • 1 internal exclusion • 3+ standard detentions per HT • 85-90% attendance to lesson • 85-90% punctuality • Below annual target • Negative engagement <p>Interventions</p> <ul style="list-style-type: none"> • Mentoring referral • Weekly/Fortnightly home contact • Compulsory study sessions • Panelling • HOY report • HOY detentions • EHC plan <p>Diagnostics</p> <ul style="list-style-type: none"> • Improvement targets met • Regular check on quality of folder work /planner • CAMHS • Ed Psych • Annual review • Medical referral 	<p>Student Indicators</p> <ul style="list-style-type: none"> • At-risk behaviour • Poses risk to others • Extreme disengagement • 3 internal/2 external exclusions <p>Interventions</p> <ul style="list-style-type: none"> • Academic board • Permanent exclusion <p>Diagnostics</p> <ul style="list-style-type: none"> • Emergency annual review (if applicable)
<p>Note: the stages have been designed to be indicative, not prescriptive</p>			

Appendix 4. Negative Behaviour mention breakdown 2022-23

<u>Behaviour</u>
Bullying
Chewing Gum
Deceitfulness/Lying
Disruptive Behaviour
Eating Food
Fighting
Friday SLT Detention missed
Home learning
IIR Intolerant Incident Racist
Illegal substances (incl. cigarettes & alcohol]
Incomplete Homework
Intolerant Incident - Disability
Intolerant Incident Homophobic
Intolerant Incident Transphobic
Journal Not Signed
Lack of Classwork
Lack of Equipment
Late to Lesson
Late to School
Missed Detention
Missed detention by teacher subject leader/YL
Misuse of Technology
No Homework
No Journal
PE Incorrect Uniform

Persistent talking
Stealing
Threatening behaviour Staff
Threatening behaviour to Student
Truancy
Underachievement in test
Uniform/Jewellery
Vandalism
Verbal Abuse to Staff
Verbal Abuse to Student
Violation of RR rules
Weapon(s)

Appendix 5. Positive Behaviour mention breakdown 2022-23

Behaviour	Points Awarded
Praise: Learning	1 Point
Praise: Attendance and Punctuality	1 Point
Praise: Contribution	1 Point
Praise: Ursuline values	1 Point
Praise: Effort	1 Point
Positive Phone call home	5 Points
Positive Note in Journal	5 Points
Student of the Week	10 Points
Tutor/Subject Award	10 Points
Year 11 Respect Reward Card	10 points

Appendix 6. Behaviour investigation procedure 2021-22

1. Incident occurs
2. Incident report/s are written by student/staff involved (if staff witness the negative incident they should also log on sims). *This step should happen as close to the incident as possible and ideally on the same day as the incident occurred.*
3. Pastoral lead/SLT ask if there are any witnesses who were not directly involved in the incident. They then speak to them about the incident and ask them to write an incident report.
4. Depending on where an incident has occurred, staff may check CCTV and student electronic devices.
5. Pastoral lead/SLT speak through the written incident reports with the student/s that wrote them and may bring up information from other incident reports when questioning a student about theirs.
6. If through any of the conversations there are found to be inaccuracies and/or information left out, students will be asked to add all information to their incident report and amend any information that has been shown to be untrue. Students should sign their incident report.
7. Pastoral lead/SLT will then clarify that everything is included on the written report. The staff member will sign the report.
8. Depending on who has led the investigation there may be a referral up to SLT/pastoral lead / SLT/The Headteacher and/or external agencies.
9. Based on written reports and any other information/evidence, staff may re-question a student/s.
10. Pastoral lead and/or The Headteacher will review all information and decide on the most appropriate sanction and/or support. *Please note. Only the Headteacher can decide to issue a fixed term exclusion.*
11. Pastoral leads/SLT contact parents to inform them of the investigation and the outcome, they may request that parents come into school to meet.

Appendix 7. Banned items on the school grounds and in possession of a student 2021-22

Items that should not be brought to school include:

- chewing gum
- fizzy drinks including high energy drinks
- glass bottles including perfume bottles
- jewellery except for a watch and one pair of plain stud earrings worn in the earlobes
- aerosol cans including deodorants
- correction fluid
- permanent marker pens

- unnecessary money
- expensive items
- Cigarettes, matches and lighters
- fireworks or "snaps" containing gunpowder
- e-cigarettes, shisha pens or liquids for these
- any items which are illegal to possess or carry, or inappropriate for the age of the child or the school environment

Appendix 8 . Mobile Phone Policy & Rules

Mobile Phone Policy 2022-23

1. Introduction

Technology has become embedded throughout society and has transformed the way we expect to engage with services and consume content. This is especially true for young people, where, according to UK Government statistics, 46% of 5-15-year olds have their own smartphone, and 49% have their own tablet.

At St Ursula's Convent School, we embrace the use of Educational Technology (EdTech) and we will help and support our students to navigate and make sense of the digital world around them. At St Ursula's, we believe our number one priority is the safety and happiness of every student. We have a legal and moral obligation to keep students safe from harm and ensure we exercise our duty of care to teach students how to keep themselves safe whilst using online technology.

In September 2021 the updated statutory guidance for schools, Keeping Children Safe in Education, puts legal responsibility on schools to ensure we are actively supervising and monitoring what students are accessing online. In addition as a school we follow the DfE guidance on safeguarding and remote education guidance. Our legal duty to safeguard our students with online technology extends to what students access in lessons on school computers, but also includes any content they might access on the way to school when wearing school uniform, on the school bus or at breaks and lunchtimes on their phones via 3G -5G.

Mobile phones and, in particular, the new generation of smartphones, such as the iPhone & Smartwatches, now include many additional functions such as an integrated camera, video recording capability, instant messaging, mobile office applications and mobile access to the internet. These allow immediate access to email, searching for information on the internet and other functions such as access to social networking sites e.g. Facebook, Tik-Tok, twitter and blog sites. There has been an increase in the number of issues to do with online abuse via mobile phone technology and social media. As a result, students' wellbeing and mental health is being affected by this abuse of mobile phone technology.

We appreciate that there is a positive side to mobile phone technology and students often carry mobile phones so that they can contact parents before and after school. Beyond this, there is no need for students to use their mobile phones in school. Online safety, social media and the safe use of mobile phones will be addressed with students in ICT and PSHE lessons.

Appendix A will indicate when a mobile phone will be used on a field trip with member(s) of the St. Ursula's School staff.

2. Policy Outline

SMART- Mobile Phones are not to be used or brought out on the grounds of the school. For safeguarding and safety purposes, we recommend mobile phone models without cameras, without apps, and without internet connection. i.e. Nokia 105 (available to buy from £13.95 – £19.99 at retailers such as Amazon,

Argos, AO or Carphone Warehouse). The non-smart mobile phone must be turned off and out of sight at all times. The school accepts no responsibility for the safekeeping of any mobile phone.

If students are entrusted to carry their mobile phones with them for use before and after school, the following should be noted:

- Mobile phones must be switched off at all times during the school day, including break and lunchtimes, and remain off whilst students are on the school premises. It is not acceptable for phones merely to be put on silent or pager mode.
- The phone must be kept out of sight during lessons.
- No student may take a mobile phone into a room or other area where examinations are being held.
- The security of the phone will remain the student's responsibility in all lessons including PE/gym lessons.

3. Breaches

Any form of misuse of a mobile phone will be dealt with as a serious breach of the student commitment and will be dealt with in line with the [Relationship & Respect Policy](#).

The following are examples of misuse (the list is not exhaustive). 'Misuse' will be at the discretion of the Headteacher & Pastoral Leaders:

- sending inappropriate messages
- sending inappropriate messages or posts to social networking or blogging sites
- taking photographs and/or videos in school
- photographing or filming staff or other students without their knowledge or permission
- photographing or filming in toilets, changing rooms and similar areas
- bullying, harassing, humiliating or intimidating staff or students by the use of text, email or multimedia messaging
- refusing to switch a phone off or hand over the phone at the request of a member of staff
- using the mobile phone outside school hours to intimidate or upset staff and students will be considered a breach of these guidelines in the same way as unacceptable use which takes place in school time
- using a mobile phone outside school hours in such a way that it undermines the stability of the school and compromises its ability to fulfil the stated aim of providing 'a clear moral and ethical lead'
- the deliberate engineering of situations where people's reactions are filmed or photographed in order to humiliate, embarrass and intimidate by publishing to a wider audience such as on Facebook or YouTube
- bullying by text, image and email messaging or the use of a mobile phone for 'sexting' (the deliberate taking and sending of provocative images or text messages)
- posting material on social network sites with no thought to the risks to their personal reputation and sometimes with the deliberate intention of causing harm to others
- making disrespectful comments, misrepresenting events or making defamatory remarks about teachers or other students
- general disruption to learning caused by students accessing phones in lessons
- students phoning parents

- students phoning parents immediately following an incident so that the ability of staff to deal with an incident is compromised
- publishing photographs of vulnerable students, who may be on a child protection plan, where this may put them at additional risk.

4. Dealing with breaches

Misuse of the mobile phone will be dealt with using the same principles set out in the school's Relationship & Respect Policy, with the response being proportionate to the severity of the misuse. Students are aware that serious misuse may lead not only to the confiscation of their mobile phone, but may include the student being internally or externally excluded from school. If the offence is serious it will be reported to the Police. If the mobile phone is found to be switched on during the day, the phone will be confiscated and only be returned to a parent/carer in person after 2 weeks. Where it is deemed necessary to examine the contents of a mobile phone this will be done by a member of staff.

N.B. Parental permission is not required for this.

The action will be properly recorded in case it later becomes evidence of criminal activity. The record will include the time, who was present and what was found. This includes messages, emails, pictures, videos, sound files.

When a mobile phone is confiscated, it will be stored in the safe in the main office and it will be recorded and kept securely.

5. Sanctions

Students and parents are notified that appropriate action will be taken against those who are in breach of the acceptable use guidelines, following the school's Behaviour for learning Policy. In addition:

- Students and their parents should be very clear that the school is within its rights to confiscate the phone where the guidelines have been breached for 2 weeks.
- If a phone is confiscated, it will require a parent/carer to collect the phone from school at the end of the 2 week confiscation period.
- Students should be aware that the police will be informed if there is a serious misuse of the mobile phone where criminal activity is suspected.
- If a student commits an act which causes serious harassment, alarm or distress to another student or member of staff the ultimate sanction may be exclusion. St. Ursula's School will consider the impact on the victim of the act in deciding the sanction. Confiscation procedure If a mobile phone is confiscated then:
 - It will be held until a parent/carer collects the phone in person from the school.
 - The confiscation will be recorded in the school behaviour log for monitoring purposes.
 - St. Ursula's School will ensure that confiscated equipment is stored in such a way that it is returned to the correct person.
 - In the case of repeated or serious misuse the phone will only be returned to a parent/carer who will be required to visit the school by appointment to collect the phone.
 - Where a student persistently breaches the expectations, following a clear warning, the Headteacher may impose an outright ban from bringing a mobile phone to school. This may be a fixed period or permanent ban.

- Where the phone has been used for an unacceptable purpose the Headteacher or a designated staff member will have the right to view files stored in confiscated equipment and, if necessary, seek the cooperation of parents in deleting any files which are in clear breach of these guidelines unless they are being preserved as evidence.
- If required, evidence of the offence or suspected offence will be preserved, preferably by confiscation of the device and keeping it secure or by taking photographs of the screen.
- School will consider whether an incident should be reported to the local safeguarding board.
- The designated staff member should monitor repeat offences to see if there is any pattern in the perpetrator or the victim which needs further investigation.

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Appendix A

Application for permission to carry a non-smart phone in school Student

Name: _____

Tutor Group: _____

I hereby request permission for _____ to carry a non-smart mobile phone in school. I am aware that the school cannot be held responsible for any damage to the phone and/ or for the phone if it is lost, mislaid or stolen.

We have read the St. Ursula's School Mobile Phone Policy and agree to abide by the contents of the Policy.

Signed: _____

Date: _____

Relationship to the student: _____

Counter-signature by member of St. Ursula's School Staff to confirm permission has been granted for the non-smart mobile phone to be carried in school:

Name: _____

Signed: _____

Date: _____

Appendix B

[Guidance on Confiscation DfE guide on screening and searching](#)

What the law allows (N.B. this guidance is currently under review)

“School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.” See below for full document :

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

Behaviour and discipline guidance for school staff:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools - A guide for headteachers and School Staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

Legal context Common Offences Related to the Misuse of Mobile Telephones

The key to both offences below is that the message/picture/video is actually SENT. (If it is only stored on a device the offence is not complete.)

1. Malicious Communications Act 1988 It is an offence to send an indecent, grossly offensive or threatening letter, electronic communication or other article to another person with the intention that it should cause them distress or anxiety
2. Communications Act 2003 Section 127 covers all forms of public communications 127(1) a person is guilty of an offence if they-
 - send by means of a public electronic communications network a message or other matter that is grossly offensive or of an indecent, obscene or menacing character; or (b) causes any such message or matter to be so sent. 127(2) A person is guilty of an offence if, for the purpose of causing annoyance, inconvenience or needless anxiety to another, they –
 - send by means of a public electronic communications network, a message that they know to be false,
 - causes such a message to be sent; or
 - persistently makes use of a public electronic communications network.

Appendix C

Police response to an incident in school

Extract from the Home Office guidance on the action police should take if a crime may have occurred in school.

In order to sustain the disciplinary authority of schools, this guidance clarifies the general principles of NCRS as they apply specifically to incidents on school premises. When police have reported to them an incident which took place on school premises, including those witnessed by, or reported directly to, officers working in the school, which they would normally record as a notifiable offence will, in the first instance, invite the victim or the person acting on their behalf to report the matter to the head teacher to be dealt with under normal school discipline procedures.

Such reports should be recorded as an incident only, until or unless:-

- (a) they judge it to be a serious incident as defined below; [see full document]
- (b) having brought the matter to the attention of the school in line with good practice (see references to guidance papers below), they receive a formal request from the school to create a crime record; or
- (c) the child, parent or guardian or the child's representative asks the police to create a crime record.

Appendix D

Safeguarding concerns which may be raised by mobile phone use in school

Looked after students

There may be a safeguarding concern if a LAC, who has limited contact, or supervised-only contact with a parent, suddenly acquires a mobile phone as this could have been provided by the parent to maintain contact. This should be discussed with the designated teacher for LAC in school.

Young carers

Some young carers only feel able to attend school because their mobile phone enables easy access with the person they care for and may react strongly to a ban on phones or restrictions on their use. This will need to be treated sensitively by the school.

Child sexual exploitation (CSE)

A feature of some of the recent cases where teenage girls have been groomed for sex has been giving them expensive phones as a gift. The unexpected acquisition of an expensive mobile phone by students who are unlikely to be able to afford one themselves should trigger a safeguarding concern. The same approach is often used to draw children into selling drugs.

Additional notes.

- During investigations all communication devices will be removed from students whilst the investigation is on-going.
- Electronic devices will be stored after two weeks, they will not be checked without the student's knowledge and will only be checked if the incident is in breach of the school E-Safety policy or if there is reason to believe that there is a safeguarding or legal concern. If this is the case, an electronic device may not be returned after two weeks (see Mobile phone policy for further information).
- During an investigation, students may be taken out of circulation, they may be placed in the R&R, an pastoral lead/SLT office or elsewhere.
- Investigations may take place over several days, pastoral leads/SLT will do their best to have gathered all evidence as quickly as possible whilst also dedicating the appropriate amount of time to a fair investigation.

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