



BEHAVIOUR & ANTI-BULLYING POLICY

Policy Adopted on:- 05.02.18

Approved by:- Full Board of Trustees

Date of Review:- 05.02.19

Signed:-

Behaviour for Learning

Framework

Seva School aims to give students clearly defined guidelines for acceptable behaviour, motivation to learn, and a curriculum to meet the needs of the individual within the framework of the National Curriculum.

Seva School is committed to making a major contribution to providing educational excellence for the students it serves. The school will be at the leading edge of high quality, inclusive and innovative teaching and learning practice. We are dedicated to raising aspirations, expectations of success, educational achievement and will empower students to play their full part in society. Therefore the overarching mission of our behaviour policy is to:

- Recognise and respond sensitively to the talents and needs of every student and provide the most appropriate means of developing their full potential.
- Ensure that equality of opportunity is available to all.
- Develop understanding and respect for all.
- Build a community based on justice and a sense of personal responsibility while ensuring reconciliation and forgiveness.

The Objectives of Seva School Behaviour for Learning Policy are to:

- Ensure that the school is a safe and supportive environment for all.
- Ensure that all members of the school community are shown respect and show respect for others.
- Encourage a positive approach to behaviour through praise and reward for good behaviour.
- Ensure that where behaviour falls short of accepted standards, procedures are followed and sanctions are applied fairly and consistently.
- Ensure that the standards of expected behaviour are modelled by the adults working within the school.
- Ensure specific programmes are in place to nurture the social and emotional development of all students and provide extra support to struggling students while ensuring that these students do not disrupt the learning of others.

The School's Expectations

Vision

It is the aim of the school to provide a working environment where all students can realise their full potential in an undisruptive, happy and stimulating environment.

- Students learn more effectively and enjoyably when there is a sense of order and the behaviour around them is polite and reasonable.
- By making the expectations of good behaviour explicit the school can create a positive atmosphere that supports effective learning.
- Students must be taught to understand the advantages of good behaviour in pursuit of happy and positive relationships with others both now and in the future.
- Staff and students must share the responsibility for ensuring that health and safety obligations are not jeopardised by unruly behaviour.
- Some young people display emotional, behavioural and social difficulties. When this occurs the aim of the school is to remedy, or at least positively manage, such difficulties to ensure that these students are properly included in their educational experiences, opportunities provided and that the learning of their peers is not impeded.

It is the school's policy to recognise, acknowledge and reward individual achievements by students. The following are examples of these areas considered to be worthy of individual recognition.

- Consistently improved standards of work
- Good or outstanding pieces of work.
- Effort in class or homework.
- Outstanding effort or achievement in extra - curricular activities
- Service to the school or local community.

The 5 P's

- **Punctual:** On time to school and lessons
- **Polite:** Small things make a big difference ('please' and 'thank you', opening doors for each other etc.)
- **Prepared:** Bringing all the right equipment to school
- **Presentable:** Wearing our uniform with pride
- **Positive:** Approaching school life with a smile

Code of Conduct: Students

In the classroom students are expected to meet the following expectations:

- Arrive to class on time.
- Line up and enter room on teacher request – silently.
- Sit where the teacher requires them to sit.
- Take out the necessary materials immediately – place pencil case and diary on the desk.
- Exhibit good body language – FOCUS – Follow with my eyes, On Task, Concentrate, Up in my seat, Silent until called upon.
- Listen carefully and contribute to class discussions as directed to by the teacher – no shouting out.
- Join in during lessons, respecting the views of others.
- Fully participate in your learning by active listening, thinking and contributing.
- Refrain from talking to classmates unless it is part of a class activity.
- Stay on task during class activities.
- Follow the school procedure for requesting and going to the toilet.
- Refrain from sitting on tables or desks and from putting feet on chairs.
- Refrain from disrupting the order and learning atmosphere of the class.
- Come to class in full uniform. Girls should have Chunni around their shoulders and covering hair when in the Gudwara. Boys should have an appropriate head covering at all times. Shirt should be buttoned up to the top with tie knotted correctly showing the school crest.
- Follow the correct procedure for finishing lessons and exiting the classroom.
- Mobile phones must be switched off and never visible to other students and staff.

Expectations around the school:

Students are expected to adhere to the following expectations throughout the school:

- Refrain from play fighting and discourage conflict between other students.
- Respect other students, their work and belongings.
- Follow established school routines (e.g. lining up for lunch, appropriate behaviour in the dining hall, walking on left.)
- Walk everywhere.
- Only eat in the dining halls and dedicated outdoor space.
- Treat the school with respect and ensure usage of litter bins provided.
- Never stop to look over the balconies (it is imperative that nothing is thrown to another student at a different level.)
- Be polite to fellow students, **all staff** (including canteen and premises) and any visitor to the school.
- Use appropriate language.
- Ensure you maintain uniform expectations at all time. Trainers may only be used for PE or outdoor play and must be changed before entering the building. Outdoor coats must also be removed before entering the building.
- Mobile phones must be switched off and never visible to other students and staff.

Expectations outside the school:

Students are expected to be responsible citizens of the local community and good representatives of the School, particularly in the following ways:

- Show respect to others.
- Wear full uniform in correct manner on way to and from the school.
- Under no circumstances do something that brings the school into disrepute.
- Keep the neighbourhood free of litter – put all wrappers, paper, cans, etc. in rubbish bins.
- Exhibit good behaviour when travelling to and from the school.
- Use appropriate language in public.
- Use appropriate manners at bus stops and on public transportation.
- Be punctual and only be absent for a genuine reason and bring a note on my return to the school.
- Bring my diary and other essential equipment to the school every day.

Prohibited Items and searching students.

School staff can search pupils with their consent for any item.

The ability to give consent may be influenced by the students' age or other factors.

Any Article that has been or is likely to be used to commit an offence, cause personal injury or damage to property. (Department for Education (2012) 'Ensuring Good Behaviour in schools')

- Any knife or weapon
- Illegal drugs
- Stolen Items
- Tobacco and cigarette papers/Electronic cigarettes/ 'shisha' pens
- Fireworks
- Pornographic images

These items are strictly prohibited from being on site. These items will be confiscated and the student's parents/carers informed which will lead to varying sanctions depending on the item:

Sanctions:

The school has a sanctions policy based on consistent, inevitable and escalating consequences for failure to meet the behaviour expectations. Sanctions will be immediate and effective.

Some behaviour will automatically warrant a sanction, while others will first elicit a staggered approach (Ladder of Consequence - Attached). Serious behaviour elicits another set of consequences. Repeated behaviours on the part of the same student will elicit escalating consequences, in order to provide greater incentive for the student to modify his/her behaviour.

In order to modify behaviour most effectively, it is important that the sanction occurs as soon as possible to the incident, ideally the same day. Students who receive an after school detention will be expected to serve it that day

- Parents are informed of this at the beginning of the year and it is written into the home/school agreement.

Staff who issue an after school detention are to call the student's parents/carer's to inform them of the detention.

At Seva School our Ladder of Consequence is designed to minimise external exclusions. Parents are an essential part of the process – The effectiveness of sanctions is heightened when the student is aware that both school and home are working together and standing behind the systems in place. Parents must be made aware from the moment of enrolment that the sanctions in place are designed to develop the well-being and social norms of their child and to ensure schooling and life success.

Sanctions include:

- Detention at break, lunchtime or after school.
- Internal exclusion for a specified period.
- Subject Report.
- Attendance/Punctuality Report.
- Report to Head of Year.
- Report to Head of Department.
- Report to Head Teacher.
- Fixed Term Exclusion.
- Permanent Exclusion

STUDENT ACTION		CONSEQUENCE (All sanctions made at teacher's discretion)
<u>In lessons</u> (This must be dealt with by Form Tutor in the first instance)		
Warning	Examples: Disrupting other students' learning (e.g. talking, being off task, interrupting others, not following instructions), forgotten text/work book, Inadequate equipment, late to lesson.	VERBAL WARNING-(Late to lesson = time to be made up). 'WARNING' TO BE ENTERED ON SIMS/ARBOR
C1	Examples: Failing to respond to Warning, disobedience, chewing gum, wearing nail varnish, swearing, inadequate or no homework.	WRITTEN WARNING- NOTE IN DIARY. C1 ENTERED ON SIMS/ARBOR-MAX 15 MIN DETENTION GIVEN BY CLASS TEACHER.FORM TUTOR TO BE INFORMED VIA SIMS/ARBOR.
C2	Examples: Persistent misbehaviour and failing to respond to C1, use of mobile phone in class, derogatory language towards other students.	WRITTEN WARNING-NOTE IN DIARY. C2 TO BE ENTERED ON SIMS/ARBOR- MAX 30 MIN DETENTION GIVEN BY FORM TUTOR AND HOME CONTACTED. SUBJECT LEADER/HEAD OF YEAR INFORMED.
C3	Examples: Persistent failure to respond to C2, gross defiance, abusive language towards others, vandalism of school property, bullying.	REFERRED TO SUBJECT LEADER-MAX 45 MIN DETENTION. C3 TO BE ENTERED ON SIMS/ARBOR. SUBJECT LEADER TO CONTACT HOME.HEAD OF YEAR/ ASSISTANT PRINCIPAL TO BE INFORMED. STUDENT MAY BE WITHDRAWN LESSON OR MAY BE PLACED ON DEPARTMENTAL REPORT.
C4	Examples: Truancy, violence to others, abusive language towards staff	REFERRED TO DEPUTY HEAD TEACHER.C4 ENTERED ON SIMS/ARBOR. VICE PRINCIPAL/PRINCIPAL TO BE INFORMED AND HOME CONTACTED.

STUDENT ACTION		CONSEQUENCE (All sanctions made at teacher's discretion)
Around School (This must be dealt with by the teacher discovering the issued around the school in the first instance)		
WARNING	Examples: Running in corridors, being overly loud in corridors, shirt un-tucked, top button undone on shirt, head not covered, Chunni not around neck. Hair not tied back appropriately.	VERBAL WARNING-(Late to lesson = time to be made up). 'WARNING' TO BE ENTERED ON SIMS/ARBOR
C1	Examples: Dropping litter, mobile phone out, discriminatory language in earshot of staff member, disobedience, chewing gum, wearing nail varnish. Swearing.	WRITTEN WARNING- NOTE IN DIARY. C1 ENTERED ON SIMS/ARBOR-15 MIN DETENTION-FORM TUTOR TO BE INFORMED BY TEACHER.
C2	Examples: Persistent misbehaviour and failing to respond to C1, use of mobile phone, derogatory language or rudeness towards staff member.	WRITTEN WARNING-NOTE IN DIARY. C2 ENTERED ON SIMS/ARBOR. MAX 30 MIN DETENTION GIVEN BY TEACHER WHO DISCOVERS BEHAVIOUR. HEAD OF YEAR AND FORM TUTOR INFORMED.
C3	Examples: Persistent failure to respond to C2, theft, vandalism of school property, cyber bullying or other types of bullying.	REFERRED TO HEAD OF YEAR-C3 ENTERED ON SIMS/ARBOR AND HOME CONTACTED. ASSISTANT PRINCIPAL TO BE INFORMED.
C4	Examples: Violence towards another student. Abusive language towards staff member.	REFERRED TO ASSISTANT PRINCIPAL. VICE PRINCIPAL/PRINCIPAL TO BE INFORMED AND CONTACT HOME.

STUDENT DISCIPLINE – PROCEDURES TO BE FOLLOWED BY ALL MEMBERS OF STAFF

Members of staff should always remember that responsibility for good discipline within the classroom and around the School rests primarily with the individual teacher. Routine instances of poor work/homework and unacceptable behaviour (including lateness for lessons) should be dealt with by the individual teacher.

Where a student persists in failing to meet unacceptable standards of work or behaviour, or in instances of serious misbehaviour, the following sequence of sanctions will be employed. However the School will always encourage and support teachers in implementing disciplinary measures themselves. This is certainly the means by which teachers can most effectively establish their own status in the eyes of students.

There will also be occasional instances of misbehaviour which is of a sufficient degree of seriousness to merit immediate referral to a more senior member of staff and where the School's disciplinary response will be at a level in the following hierarchy of measures which is consistent with the nature of the misbehaviour. (For example a student using offensive language directly to a member of staff might expect to face a fixed term exclusion from school.)

Classroom management:

Registers must be taken at the beginning of every lesson and entered on SIMS/ARBOR lesson monitor. If a student is missing enter 'N' or the relevant code the welfare office have entered.

The classroom teacher is ultimately responsible for all initial discipline problems within their classroom.

Students who are late for lessons will make up that time with the classroom teacher at the next available break or lunchtime. As with all behaviour issues, consequences must be swift and not kept over for days unless absolutely necessary.

All unacceptable behaviour will be accompanied by consequences. These will be coded as C1, C2, C3 & C4 (as attached above); consequences will increase in severity for specified unacceptable behaviour.

The following details the criteria for each consequence:-Examples of each can be found in the Ladder of Consequence.

WARNING:

Applies to any student who displays inappropriate behaviour which warrants a verbal warning in the first instance.

C1:

Applies to any student who has failed to respond to the verbal warning. Written note in diary, level one recorded on SIMS/ARBOR. Max 15 minute detention given by subject teacher and form tutor informed.

C2:

Applies to any student who persistently misbehaves and fails to respond to C2. C2 recorded on SIMS/ARBOR/Arbor. The student should receive a Max 30 minute detention and the Head of Department should be informed. Contact home by Form Tutor/Head of Department. Head of Year and form tutor to be informed.

C3:

Applies to any student who persistently fails to respond to C3. Referred to the Head of Year/Subject Leader. Max 45 min detention. C3 recorded on SIMS/ARBOR. Contact home by Head of Year/Head of Department. Student may be issued with departmental report for further monitoring and intervention.

Assistant Head Teacher to be informed. This Behaviour may result in Internal or External exclusions depending on the severity and circumstance.

C4:

Applies to any student who has committed gross misconduct and brought the school into disrepute. To be referred to Assistant Head Teacher who will then contact home. Head Teacher to be informed.

The following behaviour is likely to lead to **a fixed-term exclusion**:

- Behaviour which puts others at risk of danger, due to breaches of Health and Safety, including bringing into school, or using on the school premises, any drug, alcohol or illegal substance, or any offensive or dangerous weapon.
- Physical assault on students or staff.
- Verbal abuse directed at staff.
- Persistent bullying or racism.
- Persistent disruption or defiant behaviour, which disrupts the learning of others and where students have been offered advice and support and have refused to do so.
- Damage to the school building (a charge will be made to parents/carers to contribute towards repairing the damage).
- Persistent and defiant breaches of the school rules, including non- wearing of uniform.

There are incidents for which **permanent exclusion** may be appropriate. These are taken from the **DCSF** Guidance, and include:

- Serious actual or threatened violence against another pupil or member of staff.
- Sexual abuse or assault.
- Supplying an illegal drug or carrying an offensive weapon.
- As a final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success.

Exclusions

Exclusion decisions are made in line with Local Authority guidance and DCSF: 'Improving Behaviour and Attendance – guidance on exclusion from school' updated annually.

All incidents will be investigated thoroughly, by a member of the SLT before a decision is made to exclude. All students and staff involved, including witnesses, will be asked to write a statement. They will be questioned to clarify any missing or conflicting details. Students may be isolated during the investigation. Parents/ carers will be contacted, by the person completing the investigation, at the earliest opportunity.

When all the facts have been established, the person completing the investigation will discuss the matter with the Principal who will make the decision whether to exclude.

Fixed-term exclusions are usually kept to between 1-3 days, with 5 days being used for a very serious incident or persistent poor behaviour. In line with DCSF guidance: 'During the period of exclusion, parents must ensure that their children are not present in a public place during school hours without reasonable justification'.

If a fixed-term exclusion is necessary for more than 5 days, the school, in conjunction with the Local Authority, will arrange full-time education, either on or off-site.

Parents/carers will be expected to attend the re-integration meeting, following a fixed-term exclusion. This is an important opportunity to agree a way forward. A Behaviour Contract will be put in place for any student who has been excluded; the student may be put on report or other agencies may be brought in to help modify the student's behaviour.

Parents/ carers have the right to make representations about the decision to exclude, to the governing body.

Intervention:

Guidelines for the use of Subject Reports:

- Reports should be used for short periods of time e.g. two weeks and relate to specific areas of concern e.g. homework, concentration, behaviour, effort etc. Smart targets should be set, these could either be areas identified through academic review or as a consequence of misbehaviour.
- Reports should normally be issued by Heads of Department/Subject Heads and are to be checked on a daily basis.
- The member of staff issuing the report must fill in the appropriate details on the report each day. It must be clear why the student is on report.
- The student is responsible for handing the report to subject teachers at the start of each lesson.
- Parents must be informed that a student is on report. Parents need to sign the daily report and must be contacted at the beginning and end of the report process to discuss progress made and the need for any further action. At the end of reporting period the report card must be placed on the student file as a record of the intervention.
- Details of the report should be entered on the SIMS/ARBOR behaviour system.
- Where appropriate the relevant Assistant Head should be informed when a student is placed on report, preferably in advance.
- It is important that follow up action is taken in the event that a student fails a report. This could mean either that they fail to improve or that they fail to comply. In this instance the Assistant Head Teacher must refer to the Head Teacher.

Intervention Meetings/Reintegration Meeting:

- The Intervention Meeting is intended to help avoid the student gaining further school detentions and likely subsequent exclusion.
- The Reintegration Meeting is to ensure that a student is readmitted back into the School following a period of exclusion in a way that enables them to move forward in a positive way.

ANTI-BULLYING:

Bullying is a complex issue, which we address in school. We seek to foster mutual respect and create a safe, caring community, where members feel free to voice their concerns.

Definition

Bullying is behaviour that is deliberately hurtful (including aggression), repeated often over a period of time and where it is difficult for victims to defend themselves. It can take many forms including:

- Physical – hitting, kicking, and taking belongings.
- Verbal – name calling, insulting, making offensive remarks.
- Indirect – spreading nasty stories about someone; exclusion from social groups; being made the subject of malicious rumours; malicious text messages; recording electronically Malicious websites; malicious use of chat rooms; taking images of members of the school community without consent.
- Bullying is usually part of a pattern of behaviour rather than an isolated incident.
- If an individual considers themselves to have been bullied, this may have a negative impact on their emotional well-being, which can perpetuate the fear of a further perceived or real incident and thus will need to be dealt with.
- Bullying is an abuse of power.
- Particular children and young people are more vulnerable to experiencing bullying i.e. Looked after Children i.e. children who are in foster care, Children with a Disability, Children with SEN, bullying motivated by racism or homophobia.

Aims and Ethos

At Seva School we believe in the following aims, ethos and equality of opportunity:

- Nurturing and developing potential to the full.
- Developing compassionate, thinking and concerned citizens.
- All round achievement and success.
- Enabling fulfilment in life after school.
- Providing a foundation for lifelong learning.

Our ethos is based on the following values:
Challenge, support, trust, integrity, respect, equality of opportunity,
collaboration, celebration, a 'can do' attitude and service not self.

Equality of Opportunity:

Any behaviour, which undervalues a person for reasons such as culture, ethnic origin, appearance, religion, gender, sexuality, age, ability or medical condition is unacceptable.

We have the following guiding principles:

- Equality of opportunity is fundamental to school life.
- Equality of opportunity is about recognising and respecting individual attitudes and differences.
- All members of Seva School have a responsibility for promoting respect and support.
- All students are entitled to a curriculum that meets their needs.
- The curriculum should encourage sensitivity to the needs and feelings of others and raise awareness of diversity and inequalities of society.
- Students are encouraged to think for themselves and make informed judgements and challenge prejudice.

Aims and Objectives

We aim to prevent and deal with any behaviour deemed as bullying, and to promote an ethos where bullying is regarded as unacceptable, so that a safe and secure environment is created for everyone to learn and work in.

This will happen through:

- Raising awareness of, and defining bullying as well as gaining an understanding as to why some children bully.
- Positive action to prevent bullying within the scheme of work for PSHE and opportunities within other curriculum areas.
- Development of a consistent response to any bullying incidents of which the school is aware.
- Provision of support for all members of the school community who may be involved in a bullying situation.
- Developing and supporting home, school and community partnerships.

Procedures for Reporting and Responding to Bullying

The following core principles will apply:

- Any child who is being bullied is encouraged to tell someone or write it down so that steps can be taken to stop the bullying as detailed below if a parent/carer or friend is informed we ask that it is reported to a member of staff.
- The child is then involved in the discussion of the incident and a statement taken.
- Incidents are recorded on SIMS/ARBOR.
- Regular communication takes place with parents/carers.

Interventions should include the opportunity for follow up to evaluate support and if necessary provide a further course of action and/or punishment which may include:

- A verbal reprimand and/or warning
- Break time, lunchtime or after school detention
- Individual supervision at breaks and/or lunchtimes

In the case of:

- Warnings
- Detentions
- Withdrawal of privileges from school trips/journeys etc.
- Internal Exclusions
- External Exclusions

Parents/carers will be routinely informed.

Strategies for the Prevention and Reduction of Bullying

We promote behaviour to prevent and reduce bullying by:

- The delivery of high quality teaching and the promotion of a positive learning environment.
- Through the taught elements in the PSHE curriculum.
- The delivery of an e-safety project to all year groups.
- Co-operative group-work.
- Peer Support.
- Mediation by Form Tutor/Head of Year.
- Use of School Counsellor and Child Protection Officer.

- Whole school and whole year group activities.
- Use of outside agencies e.g. EWOs, educational psychologists, voluntary organisations, Police Liaison Officer.
- A range of activities to encourage positive social interaction at break and lunchtime, as well as good supervision

Monitoring and Evaluation of Bullying

Monitoring and evaluation will occur through the collection of data:

- Surveying a sample of students, staff, parents/carers
- Using curriculum time and tutor time to focus on anti-bullying work
- Recording forms of bullying incidents by subject teacher/form tutor/Head of Year.

CYBER BULLYING:

Seva School embraces the advantages of modern technology in terms of the educational benefits it brings. However the School is mindful of the potential for bullying to occur. Central to the School's anti-bullying policy is the belief that 'all students have a right not to be bullied' and that 'bullying is always unacceptable'. The School also recognises that it must 'take note of bullying perpetrated outside School which spills over into the School'. Under powers granted by the EIA 2006, the Head Teacher is able to police cyber-bullying or any bullying aspects carried out by students even at home.

DEFINITION OF CYBER-BULLYING

Cyber-bullying is an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself.

By cyber-bullying, we mean bullying by electronic media:

- Bullying by texts or messages or calls on mobile phones.
- The use of mobile phone cameras to cause distress, fear or humiliation.
- Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, and social networking sites.
- Using e-mail to message others.
- Hijacking/cloning e-mail accounts.
- Making threatening, abusive, defamatory or humiliating remarks in chat rooms, to include Facebook, YouTube, Ask.fm and Ratemyteacher etc.
- Any use of School property with is not within the School's ICT rules.

LEGAL ISSUES

Cyber-bullying is generally criminal in character. The law applies to cyberspace.

- It is unlawful to disseminate defamatory information in any media including internet sites.
- The Education Act 2002 gave schools a duty to 'safeguard and promote the welfare' of students and this covers more than the contribution made to child protection and includes bullying.
- Section 127 of the Communications Act 2003 makes it an offence to send, by public means of a public electronic communications network, a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- Education and Inspections Act 2006 outlines legal powers for schools which relate to cyber bullying / bullying:
 - Head Teachers have the power 'to such an extent as is reasonable' to regulate the conduct of students off site.
 - School staff are able to confiscate items such as mobile phones etc when they are being used to cause a disturbance in class or otherwise contravene the school behaviour/anti-bullying policy.

POLICY

Seva School educates its students both in the proper use of telecommunications and about the serious consequences of cyber-bullying and will, through PSHE and assemblies, continue to inform and educate its students in these fast changing areas. Seva School aims through education on this issue prevent any incidences occurring.

Seva School trains its staff to respond effectively to reports of cyber-bullying or harassment and has systems in place to respond to it. The School endeavours to block access to inappropriate web sites, using firewalls, antivirus protection and filtering systems and no student is allowed to work on the internet in the Computer Room, or any other location within the school which may from time to time be used for such work, without a member of staff present. Where appropriate and responsible, the School audits ICT communications and regularly reviews the security arrangements in place.

Whilst education and guidance remain at the heart of what we do, Seva School reserves the right to take action against those who take part in cyber-bullying.

- All bullying is damaging but cyber-bullying and harassment can be invasive of privacy at all times. These acts may also be criminal acts.

- Seva School supports victims and, when necessary, will work with the Police to detect those involved in criminal acts.
- Seva School will use, as appropriate, the full range of sanctions to correct, punish or remove students who bully fellow students or harass staff in this way, both in and out of school, in accordance with the school Behaviour Policy.
- Seva School will use its power of confiscation where necessary to prevent students from committing crimes or misusing equipment.
- All members of the School community are aware they have a duty to bring to the attention of the relevant Head of Year any example of cyber-bullying or harassment that they know about or suspect.

GUIDANCE FOR STAFF

If you suspect or are told about a cyber-bullying incident, you should follow the protocol outlined below:

Mobile Phones

- Ask the student to show you the mobile phone.
- If you are unsure of the content, please ensure another member of staff is present if you view suspicious content.
- Note clearly everything on the screen relating to an inappropriate text message or image, to include the date, time and names.
- Make a transcript of a spoken message, again recording date, times and names.
- Tell the student to save the message/image.
- Go with the student and see the Head of Year or, in his/her absence, a member of the Senior Management Team.
- Ask the student to get up on-screen the material in question.
- Ask the student to save the material.
- Print off the offending material straight away.
- Make sure you have got all pages in the right order and that there are no omissions.
- Accompany the student, taking the offending material, to see the Head of Year.
- Normal procedures to interview students and to take statements will then be followed particularly if a child protection issue is presented.

GUIDANCE FOR STUDENTS

- If you believe that you or someone else is the victim of cyber-bullying, you must speak to an adult as soon as possible. This person could be a parent/guardian, your Form Tutor, a teacher or the Head Teacher.
- Do not answer abusive messages but log and report them.
- Do not delete anything until it has been shown to your Form Tutor, Head of Year, parents/guardian or the Senior Management Team. (Even if it is upsetting, the material is important evidence which may need to be used later as proof of cyber-bullying)
- Do not give out personal IT details.
- Never reply to abusive e-mails.
- Never reply to someone you do not know.
- You can also report online to CEOP the Child Exploitation and Online Protection Centre at www.ceop.police.uk or by clicking the 'Report It' button on certain websites.
- You can also contact Child Line free of charge on 0800 11 11 to discuss any worries or concerns with a trained counsellor, or chat online with someone who can help at www.childline.org.uk

GUIDANCE FOR PARENTS

- It is vital that parents and school work together to ensure that all students are aware of the serious consequences of getting involved in anything that might be seen to be cyber-bullying. Seva School informs parents of its cyber-bullying policy and the procedures in place to deal with cyber-bullying.
- Parents can help by making sure their child understands the School's policy and, above all, how seriously Seva School takes incidents of cyber-bullying.
- Parents should also explain to their sons or daughters legal issues relating to cyber-bullying.
- If parents believe that their child is the victim of cyber-bullying, they should save the offending material (if need be by saving an offensive text on their own or their child's mobile phone) and make sure they have all relevant information before deleting anything.
- Parents should contact the relevant Head of Year as soon as possible. A meeting can then be arranged with the Head of Year, which may involve other relevant members of staff.
- If the incident occurs in school holidays, Seva School reserves the right to take action against bullying perpetrated outside of school but, aspects of which, find their way into the school.

E-SAFETY AT HOME

- Several sites offer helpful advice to parents, particularly with respect to how they can best monitor their child's use of the computer at home. Important and useful information can be found on the following site:

www.nextgenerationlearning.org.uk/safeguarding-learners/Safeguarding-learners-content/Parents-and-carers/

ICT CODE OF CONDUCT

- This is displayed prominently in each Computer Room and the Code of Conduct is explained and discussed with students in assemblies, PSHE classes and ICT classes.

NATIONAL BODIES

- Department for Education. 'Ensuring Good Behaviour in Schools. (2012)

Further support and guidance may be obtained from the following:

- www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/cyber-bullying
- www.bullying.co.uk
The following information can be downloaded from the above website:
 - Safe to Learn: *Embedding anti-bullying work in schools* (2007):
 - Cyber-bullying Guidance and Resources. Safe to Learn
 - Cyber-bullying Summary Leaflet
- www.myfullcircle.org
- www.ceop.gov.uk
- www.antibullying.net/cyber-bullying1.htm for an Information Sheet for Teachers and other Professionals who work with Young People
- www.becta.org.uk for information on safeguarding learners
- www.beatbullying.org

Beatbullying
Rochester House
4 Belvedere Road
London
SE19 2AT
020 8771 3377

- www.anti-bullyingalliance.org.uk

Anti-Bullying Alliance
National Children's Bureau
8 Wakley Street
London
EC1V 7QE
020 7843 1901
www.anti-bullyingalliance.org.uk

ATTENDANCE:

At Seva School we know that full and punctual attendance at all lessons makes a vast difference to achievement and performance and demonstrates commitment and responsibility from our pupils/students. Attendance and punctuality are monitored daily and all concerns are dealt with promptly. **Any causes for concern will be followed up with telephone calls, meetings or letters to help support parents to improve their child's attendance and punctuality.**

The Governing Body expects 100% attendance but understands that from time to time some children will fall ill and require time off school. Parents should be aware that the Department of Education advises that anything below 95% attendance is unsatisfactory.

Registration

Pupils/Students are required to be in school on time for registration both morning and afternoon.

Primary Phase

Pupils are not permitted to be on the School premises before **8:30 a.m.**, unless registered in a club before the School starts. Pupils must leave the premises by **3:20 p.m.**, unless attending a Club.

Primary Phase	Registration	08:30am – 08:45am
	Assembly KS1:	08:45am - 09:15am
	Assembly KS2:	11:10am – 11:40am

The Class register closes at 8:35a.m. A late mark will be recorded in the register up to 8.45a.m., after which an unauthorised late is recorded.

Secondary Phase

Students are not permitted to be on the School premises before **8.10 a.m.** Students must leave the School premises by **4.15 p.m.** unless attending a club.

Secondary Phase	Registration	08.30am – 08.40am
	Assembly/Form Period	08.30am – 09.00am

Registers are closed by the Form Tutor at 08.35 a.m. Students who arrive on or after that time must report to reception to sign the **Late Book**. A **Late mark** will be recorded in the register up to 08.35 a.m. After which an unauthorised late is recorded.

Absence

Pupils/students are expected to attend the School for the full 190 days of the academic year, unless there is a good reason for absence. There are two types of absences: Authorised (where the School approves pupil's/student's absence) and Unauthorised (where the School will not approve absence).

It is the responsibility of parents/guardians to telephone the School between **7.30am – 8.45am, everyday of a pupil's/student's absence** until their return. The School will contact parents after morning registration if the pupil/student is marked absent and no messages have been left. This is because Every Child Matters (ECM) agenda, in particular 'Staying Safe'. On the pupil's/student's return, a note should be sent on the day to the School explaining the absence, accompanied by an appointment card or letter from hospital or other proof for absence taken. Parents must provide medical evidence (NHS Medical Certificate) when the pupil/student is absent for five days or more, or when requested by the School. It is the School's decision to authorise an absence, not parents.

If parents fail to explain a child's absence, then the School will contact home by telephone everyday of a child's absence, followed by a letter after 3 days of continuous unexplained absence. **This contact will be recorded in the register by the Welfare Assistant.**

Pupils with 100% attendance will be rewarded by the School with a certificate at an assembly in July at the end of the academic year.

Medical & Dental Appointments

These appointments should be made outside School hours and in School holidays. Where an appointment cannot be avoided evidence must be produced at least 3 days in advance. Whole days off are not permitted check-up appointments. No authorised time off is allowed for students to receive injections/inoculations.

Leaving Early – Permission slips

Parents/Guardians must provide a written request for a pupil/student who wishes to leave the School early. Permission slips are to be used for all medical appointments.

Primary Phrase:

Parents must provide a written request accompanied by evidence in the form of hospital letter/ appointment card for a pupil to leave the School early. All pupils leaving early must be collected by a parent/carer or named contact, and complete a permission slip at the reception desk. The School administrator will keep a record of any pupil leaving early.

Secondary Phrase:

A permission slip must be signed by the Form Tutor and a member of the Senior Management Team and the student must be collected from the reception area by the parent or guardian. Proof in the form of an appointment card/letter or note from parents must be shown to form tutor. If a student is making their own way to an appointment, written consent from parents is required.

Exceptional leave - Parental Information

A pupil's/student's absence during term time can seriously disrupt their continuity of learning. Not only do pupils/students miss the teaching provided on the days they are absent, but they are also less prepared for the lessons after their return. There is a consequent risk of underachievement which we, and you, must seek to avoid.

Parents are strongly urged to avoid booking a family holiday during term time. Any exceptional case must be sanctioned by the Head Teacher. A pupil/student, who is absent longer than 10 days after an agreed return date, can legally be removed from the School roll. Parents have 175 days when the school is closed in which to arrange holidays.

- Parents **do not** have the right to take their child out of the School for a holiday.
- **In line with recommendations we will adopt a policy of not authorising Exceptional Leave except in outstanding cases when it will be in the personal gift of the Head Teacher (or the Governing Body). Parents will be asked to provide evidence of the reasons for the request.**
- Each request will be considered individually, taking account of attendance/punctuality and the nature of the request.
- Pupils/students educational progress will also be considered.
- In the Primary phase pupils will be refused if in years 2 & 6 (Key Stage 1 and 2 SATs), whose attendance is less than 95%, when the requests are regular (annual) or when patterns become identifiable.
- **Requests for exceptional leave must be submitted in writing at least one month before the required date.**
- All unauthorised absence will be reported to the Education Welfare Department which has the legal authority to impose a £60 fine per parent (e.g., mother + father =£120). Fines imposed and not paid within 28 days will be doubled to £120 for each parent, if paid within 42 days. Failure to pay may result in a summons from the Magistrates Court. The parent/guardian **MUST** contact the School on the planned date of return. A fine will not be imposed for repeated unauthorised absence; instead the case will be referred to the Magistrates Court, which may result in legal proceedings and a criminal record against the offending party.

If there is no improvement in attendance and punctuality then the School may refer the child/family to the Education Welfare Service for a Fast Track Attendance Panel Meeting which could result in legal action being taken. You may contact the Educational Welfare Officer, who will work with you and the School to resolve the situation.

STUDENT DRESS CODE:

- Full school uniform must be worn properly at all times.
- Outdoor coats must not be worn inside the school building.
- Head coverings should be used at all times in the Divaan Hall.
- Training shoes may be worn by students at break times and lunch times only.
- Students must wear black leather school shoes.
- Students must have plain belt buckles with no logo's or emblems.
- Make-up must not be worn; this includes lipstick, nail polish, eye shadow and eye liner.
- With the following exceptions, jewellery may not be worn in school:
 - One plain ear stud only, may be worn in each ear.
 - Only bracelets made of steel may be worn.