



**Crispin
School**

Aspiration - Compassion - Excellence

Behaviour and Anti-Bullying Policy



Date Agreed	March 2025
Review Date	April 2026

BEHAVIOUR POLICY INTRODUCTION

All students are entitled to every possible opportunity to learn during their time at Crispin. It is the right of every student to learn without hindrance from other students, and the responsibility of every student to co-operate with staff and fellow students to ensure the best conditions for learning exist.

Crispin will strive to maintain an atmosphere in which all students and staff can work to the best of their ability and have a positive experience.

The aim of the school is to be a positive and inclusive environment for all.

AIMS

- To support students' development into successful learners who set no limits on what they can achieve.
- To provide a well-disciplined working environment in which students can learn.
- To achieve the highest possible standards of behaviour in the school.
- To promote self-discipline and respect for others among the students.

OBJECTIVES

- To provide a safe and happy environment for students and staff.
- To establish clear systems and procedures for dealing with student behaviour.
- To make clear to staff the lines of referral and responsibilities in relation to student behaviour.
- To enable all staff to apply the school's disciplinary procedures consistently and fairly.
- To enable all staff to consistently reward students for their good behaviour.
- To make clear to students the high expectations of their behaviour and the difference between 'right' and 'wrong'.
- To ensure good behaviour is recognised and celebrated.
- To work collaboratively with parents and all stakeholders to ensure positive behaviour.

RESPONSIBILITIES

The behaviour of students at Crispin is the responsibility of everyone. All staff should challenge students who they see contravening school rules. Students also have a responsibility to alert staff to inappropriate behaviour.

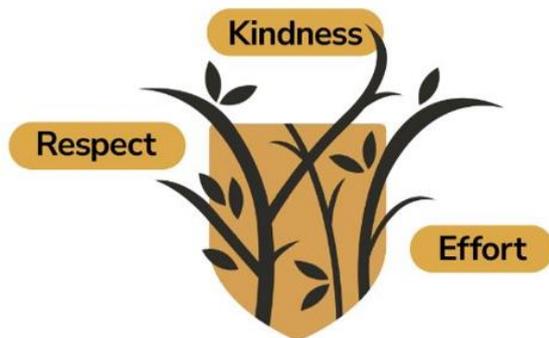
The behaviour of students in class is first and foremost the responsibility of the classroom teacher. Persistent poor behaviour should be referred to the Head of Faculty,

Head of Department or Head of Year, in partnership with the Behaviour for Learning Procedures, and should take appropriate steps to remedy the problem, including administering an appropriate sanction. Parents / Carers should be informed of any behaviour which gives cause for concern.

CRISPIN'S CORE VALUES

At Crispin we place the student's wellbeing and voice at the very centre of all we do. The school's core values were contributed to by all students and drawn together by the student's elected council. These values are the very basis of how we expect our school community to approach every day at school.

The values can be seen around the school site, in all assemblies and at the core of every lesson.



HOUSE SYSTEM

At Crispin, we operate a House System that creates a sense of pride, belonging, and togetherness, and evokes healthy competition amongst students and staff.



As a school we are passionate about developing the whole learner. We aim to deliver an outstanding and enthusiastic House System that values and nurtures everyone. We aim to provide first-class pastoral care, whilst ensuring that we equip students with the opportunities to be ambitious and to feel positive.

We encourage our learners to challenge themselves daily to make exceptional progress and development. Students are provided with the opportunity to represent their House in a wide range of activities including Inter-House Competitions.

We encourage our students to lead active, fulfilled, and healthy lifestyles to ensure they are forever growing and aspiring. We are very proud of the House System at Crispin and

aim to make every member of our community feel that they have a sense of belonging and pride.

CRISPIN COMMUNITY

Every student at Crispin has the right to learn in an environment that is free from disruption where all students can learn, and all teachers can teach. Our expectations of all students are very clear. Students must meet our expectations and take responsibility for being a member of the Crispin community.

When our students are punctual, ready and well equipped with the correct resources, with a lack of disruption to learning ensures our approach of 'Quality First Teaching' takes place throughout the school day.

Behaviour For our Learning:

- Always treat everyone and everything with respect.
- Listen carefully and follow all staff instructions first time.
- Listen when others are talking.
- Respect school property.
- Speak appropriately with no bad language or prejudicial bullying language or behaviour.
- Engage when being spoken to and never walk away.
- Show good manners i.e., holding doors open for each other, greeting visitors politely. • Clear away after yourself.
- Respect the needs of others.
- Understand and accept your own strengths and weaknesses.
- Learn from your mistakes.
- Work hard and do your best.

Punctual For our Learning:

- Be punctual to all lessons and school.
- Show good manners towards members of our school community
- No mobiles phones and earphones visible during the school day.
- Walk around the site upholding the one-way staircase systems.

- Eat and drink inside or in designated zones at break time and/or lunchtime.
- Go to the toilet at break time and lunchtimes to ensure there is no disruption to learning.
- Put your litter in a bin throughout the day.
- Always wear all items of uniform correctly.
- Fill your water bottles only at break and lunchtimes.
- Line up outside the classroom where appropriate.

Equipped for our learning:

- Wear the correct school uniform.
- A school bag should be taken to each lesson.
- A fully equipped pencil case that should be taken to each lesson.
- A reading book of personal choice.
- Correct PE Kit (Boots and Trainers).
- Water Bottle.
- Appropriate exercise workbooks.

Teachers are expected to:

- Be punctual.
- Implement clear routines as set out in the teaching framework for the conduct of lessons and maintain an orderly atmosphere in which all students feel safe and able to learn.
- Foster positive relationships with students within their classes.
- Teach lessons which challenge, interest and stimulate all students, and set targets for each student which are realistic and achievable.
- Apply rewards and sanctions in accordance with school policy.
- Maintain high expectations and standards in all their teaching.
- Reasonable adjustments in line with students' individual education plans.

LESSON TRANSITION:

Students are expected to behave in a sensible manner when transitioning between lessons. Staff and students have a responsibility to ensure orderly conduct and that movement along corridors, entry to and exit from classrooms should be orderly with regard to the Health and Safety regulations.

STAGES OF RECOGNITION:

It is important that we recognise the achievements of all students and celebrate their success. Rewarding students is important in encouraging a positive ethos within the school and in motivating students in their learning. As part of the process of developing the school's system for recognising students, the school once again provided the student body with the opportunity to shape when and how this occurs.

Stages	Student Action	School Recognition
1	Participate in lesson Contribute to lesson Class on time Class ready to learn Extended Learning completed Respect, Kindness and effort shown	1 to 4 House points logged by a member of staff
2	Volunteering to help Improvement in learning Positive week in school Outstanding work in class or extended learning Kindness towards others	Verbal praise 5 to 10 House points logged by a member of staff
3	Helping the teacher Significant improvement in learning Doing well in an assessment/test	Praise Postcard Tutor email home 10 to 15 House points logged by a member of staff
4	Representing the school Going above and beyond	Letter home Email from Head of Year
5	Sustained outstanding contribution across a half term Excellent school report	HOF postcard Letter home from AHT Lower and Upper School Contribution shared in school bulletin

RECOGNITION:

Golden Ticket	Termly event (final two weeks of each term) Recognition of everything students do	Prize draw
House points	200 – Tutor letter home 500 – Bronze milestone, Head of Year letter home 1000 – Silver milestone, AHT Lower or Upper School letter home	Milestone letters sent home Certificates handed out during celebration assemblies Entrance into the end of year total house points draw:

	1500 – Gold milestone, Deputy Headteacher letter home 2000 – Platinum milestone, Headteacher letter home	500+ etc
Star of the week	Each Head of Year presents certificates for star students of the fortnight in line with assembly rota.	Certificate Name shared in school bulletin
Whole school subject recognition	End of Term Celebration Assemblies held at Strode theatre.	Certificates Letter inviting parent/carer
House competition	Three House trophies to acknowledge termly leader One overall house comp winner	Trophy presentation in whole school assembly
Lower and Upper school awards evening	One x Summer Term awards evening for Lower and Upper school. Half and full colour ceremony.	Certificates, trophies Letter inviting parent/carers

STAGES OF LEARNING:

We pride ourselves on promoting positive behaviour choices. Students need to take responsibility for their actions. Individuals who fail to follow these instructions will be issued with a sanction linked to the nature of the incident. Identifying and praising positive behaviour should be the starting point. If a student is unable to uphold the expectations of the school's community, Crispin's student voice developed the following learning stages:

Stages	Student action	Staff response
1	Late to lesson Chewing gum Refusal to follow instruction Missed extended learning Use of a curse word	Verbal warning Behaviour log First level of class room stages of behaviour - REMIND
2	Rude to staff Phone out Incomplete class work Distracting learning	Second level of classroom stages of behaviour – CHANGE Behaviour log Teacher detention

3	Absconding from a lesson Damage to school property Continuous disruption to learning across the school	Third level of classroom stages of behaviour – RELOCATE Middle leader detention Behaviour log
4	Verbal abuse Threatening behaviour Racism and discrimination Dangerous behaviour	Internal supervision/SLT detention SLT meeting Behaviour log
5	Placing self beyond the control of the school	Suspension Behaviour log Individual Education Plan

Persistent poor behaviour in a lesson may result in the student being issued a report card either by their Teacher, Head of Faculty, Subject Leader or Head of Year. Poor behaviour during detentions will lead to further staged consequences. This may include repeating the detention, attending a Senior Leadership Detention, or a meeting with Parents/Carers and the Deputy Headteacher.

Repetitive poor behaviour will be reflected in their Attitude to Learning score in the next data collection window. All incidents of inappropriate behaviour must be logged on to the ClassCharts system. A build-up of behaviour points will result in the following staged procedure: (Appendix B) Positive discipline within Crispin will be achieved and maintained when students are aware that certain courses of action will be used by staff in situations of unacceptable behaviour and where restitution is desirable. These courses of action must be appropriate to the behaviour, be applied calmly and be explained to the student(s) at the time.

In addition to the impact of non-verbal communication and the calm correction of a student who misbehaves in a minor way, a range of sanctions operate within the School.

The Behaviour for Learning Procedures clearly strives to sanction students quickly, calmly and at minimal disruption to other students' learning. Our Behaviour Matrix (see Appendix B) and Behaviour Standard Operating Procedure states supportive interventions and sanctions placed in line with the number of behaviour points a student may acquire.

MONITORING:

Student behaviour is monitored in the following ways:

- Report Card – this may be used to monitor behaviour or attendance.
 - Stage 1 Meeting with Tutor / HOY Stage 1 Letter / Stage 1 IEP Stage 2 Meeting with HoY Stage 2 Letter / Stage 2 IEP Stage 3 Meeting with HoY, AHT Stage 3 Letter /

Stage 3 IEP Stage 4 Meeting with HoY, AHT, DHT and Governor Stage 4 Letter /
Stage 4 IEP Stage 5 Meeting with HoY, AHT, HT and Trustee Stage 5 Letter / Stage
5 IEP Stage 6 Governor Panel Review Permanent Exclusion Letter 6

- Student Referral Form/Electronic Behaviour Log – following an incident requiring a disciplinary measure staff are required to record the incident on the student's computerised Conduct Log.
- Round Robins - this is used by the Head of HoY/Tutor/SENCO or Student Inclusion team to carry out a check on the progress of individuals. Each person who teaches the student is asked to fill one in and comment on the student's attitude to work, effort, behaviour, homework, and attainment in relation to potential.
- Individual Education Plan (IEP) - this is a school-based intervention to help individual students manage their education. It is used for those students whose behaviour is deteriorating rapidly. It should be set up automatically for a student who has several fixed period exclusions or who has been otherwise identified as being at risk of failure at school through disaffection. It will be drawn up and monitored by the Head of Year in discussion with the students and their parents. Other agencies may be involved in the agreed support programme as appropriate. The IEP is a shared document that is also generated for student with SEND.

The IEP may also be completed in conjunction with an Early Help Assessment (EHA) which promotes a dialogue with all relevant parties to inform future strategies and next steps.

- Provision Map - This is a central system which holds information about all students in the school and any provision or interventions they have had or are currently having. It is mostly learning needs and pastoral needs, and includes ILPs, IEPs, passports, and medical care plans. The system allows us to review these plans and amend/update or track provisions.
- Provision Review Panel – PRP is a fortnightly review of the most challenging students. Students can be referred to the Provision Review Panel where their behaviour will be discussed. Students will be monitored and reviewed. Minutes will be taken and shared with key staff.

Student Records

Student behaviour records are kept in the following ways:

- Conduct Log – Incidents reported using ClassCharts, generate a behaviour report for all individual students within the school. This tracks all House points as well as Learning Concerns, suspensions and exclusions.

- Confidential Safeguarding File – All paper documents are uploaded to the schools safeguarding platform Safeguard my school. Any paper files are systematically filed and held within a locked room.
- Provision Map - any information regarding provision and interventions. In addition to this information Provision Map provides the capacity to log all meetings, letters and emails. All student Individual Education Plans are held here.

Internal Exclusion:

Students may be placed in Internal exclusion for the following reasons.

- Serious or persistent disruption to the learning of others.
- Refusal to obey reasonable instructions given by a member of staff.
- Major or persistent flouting of uniform requirements.
- Serious incidents of bullying or harassment.
- Serious misbehaviour.
- Awaiting exclusion from school.

Reintegration following an exclusion:

Only members of SLT, HOY or member of the Intervention Team can place a child in Internal Exclusion. Students who attend internal exclusion are set work and are required to remain within IE for the specified time.

Parents are informed if their child has been placed in i.e, through ClassCharts.

Suspensions:

To allow effective teaching and learning to take place, as a last resort, there may be circumstances whereby a suspension will follow.

This may be:

- In response to significant breaches of the School's Behaviour Policy.
- If allowing the student to remain in the school would seriously harm the education or welfare of the student or others in the school.

The decision to exclude a student from Crispin can, and will, be taken by the Headteacher or, in his absence, a senior member of staff to whom they have delegated the authority to suspend.

Deciding whether to suspend a student:

- The decision to suspend a student is a matter of judgement having considered the likely impact of the misconduct on the school community and the learning of others. This may include behaviour on the school premises or during school visits and residential activities that is in breach of the standards of behaviour expected by Crispin.
- Before reaching a decision to exclude either permanently or for a fixed period, all relevant facts will be considered alongside any evidence as may be available to support the allegations made, considering the Crispin's Behaviour Policy, Code of Conduct and Behaviour for Learning Procedures.
- Students' behaviour outside school will be dealt with in the same manner as behaviour inside school, it is considered that there is a clear link between the inappropriate behaviour outside and maintaining good behaviour and discipline among the students. Student behaviour in the immediate vicinity of Crispin or on the journey to and from the school may also result in suspension or exclusion.

Fixed Term Suspensions:

The Headteacher may exclude a student for up to forty-five days in any one school year. Generally, fixed term suspensions will be for between one to five days.

Procedures following a Fixed Term Suspension:

The Parent/Carer will be informed of the period of the suspension and the reason for it. During this process, the School will ensure that the parent / carer is informed of their duties in the first five days. If the suspension is for a period of between one and five days the school will set work and arrange for it to be marked.

During the period of suspension, the school will consider strategies to address the students' problems and identify any support that may be necessary to promote a successful reintegration. The Parent/Carer has the right to make representations about the suspension to the Discipline Committee of the school's Partners. Should any Parent/Carer refuse to comply with the terms of the suspension, the school may notify Somerset Direct and the Police if the school considers the student or any other person may be at risk because of a failure to meet the terms of the suspension.

Reintegration:

A reintegration meeting with Parents/Carers will be held during, or following the expiry of all fixed-term suspension. Students should normally attend all or part of the meeting. Upon return from a fixed-term suspension, a reintegration record will be discussed, written, agreed upon, and signed by the student, Parents/Carers, and the school. This will identify the issues leading to the suspension and outline a clear set of expectations for a smooth and successful reintegration. A range of additional strategies to support the reintegration process may be identified.

Alternatives to Suspensions:

Crispin is committed to using suspension as a last resort. Alternatives will always be considered and may include:

- restorative justice processes
- withdrawal to Internal Exclusion
- Referral to the school AP
- a managed move to another school or Pupil Referral Unit (PRU)

Permanent Exclusion:

Permanent exclusions will normally be used only as a last resort when a range of other strategies have been exhausted. In exceptional circumstances, the Headteacher might consider it appropriate to permanently exclude a student for a first or one-off offence. Such circumstances might include:

- There has been serious actual or threatened violence against another student or member of staff.
- Sexual misconduct.
- Supplying an illegal drug in line with the Academy's Drugs Policy.
- Carrying an offensive weapon.
- Any severe form of bullying or harassment.
- Any action resulting in a serious health and safety issue.

In cases where a criminal offence has taken place, the Police may be informed and if appropriate, the Youth Offending Team, Social Services or any other outside agency involved with the student.

Procedures for review and appeal The Governors will make provision for arrangements to review promptly all permanent exclusions and all fixed-term suspensions totalling over fifteen days in a school term. Where exclusion is five or more days, but not exceeding fifteen Academy days in one term, a Governors' Disciplinary Meeting may be held.

The School can hold a Governors meeting before this time if there are concerns about a student. Upon return from a Fixed Term Suspension, the student may be placed in Internal Exclusion for a period of time to ensure re-integration into lessons is successful.

Other considerations:

The Academy will implement its Behaviour Policy with due regard to the implications arising from the Special Educational Needs and Disability Act 2001, the Race Relations (Amendment) Act 2000, the Human Rights Act 1998, the Equality Act 2010, and any other relevant legislation.

Crispin will be sensitive to the needs of children in the care of the local authority when excludable incidents occur.

INVOLVING PARENTS AND CARERS

An effective partnership between school and Parents/Carers is essential to the maintenance of good behaviour and positive discipline. A Home School Agreement is issued on entry which outlines shared responsibilities. Parents/Carers will be invited into school when the behaviour of their child gives cause for concern and will be involved in devising strategies to address this.

Crispin also undertakes to inform parents where appropriate, by letter or telephone, of any concerns or disciplinary action. Staff should also aim to inform Parents/Carers of their children's positive achievements.

INVOLVING EXTERNAL AGENCIES

In circumstances where Parents and Carers fail to support their child and work proactively with the school, a referral with regards to the student's welfare may be made to Somerset Direct. In situations where the behaviour of a student continues to be a cause for concern, a referral may be made to an external agency for advice and/or intervention. Referrals will be directed by Assistant Headteacher, SENCO, or Head of Year.

PROVISION REVIEW PANEL (PRP)

Provision Review Panel is a fortnightly review of the most challenging students. Students can be referred to the Provision Review Panel where their behaviour will be discussed. It is an opportunity to share knowledge of students between key senior staff, Trust Inclusion, SENCO, Teaching and Learning and Pastoral Staff.

The PRP referral links directly to the graduated response. Students will be monitored and reviewed.

BEHAVIOUR OF STUDENTS OFF SITE

While travelling to and from Crispin (using school, public or own transport, or walking) students should recognise that they are representing the school and the community and that orderly, cooperative behaviour is always expected. This includes being polite and respectful to members of the public.

The highest standards of behaviour are also expected from all students participating in visits and activities arranged by the Academy during and outside of school hours. Although all such trips will be supervised by staff, students may be given considerable freedom at times when they will be expected to take responsibility for their own behaviour. Any abuse of this will be viewed extremely seriously.

MOBILE PHONE FREE SITE

Crispin is a mobile-free zone as part of our Safeguarding. Students can have their phones in their bags, switched off, and use them once they have left the school site. #

If a student is seen using a mobile phone, the mobile phone will be removed and handed to reception staff. Students are allowed to collect their phones at the end of the school day.

If a student is seen using their phone as a repeat offence, the student's Parents/Carers will be contacted and will receive further sanction.

If a student needs to use a telephone during the school day to contact a parent/carer, a telephone will always be available in the Main Reception or their Head of Years Office. Urgent messages from Parents/Carers for their child can also be left at Reception.

- Students can be given permission from a member of staff to use their mobile phone.

ILLEGAL SUBSTANCES AND ALCOHOL

Smoking/vaping and drinking alcohol on or near the school site, or whilst participating in any activity arranged by the school, is forbidden. It is also forbidden to bring in alcohol and smoking paraphernalia to the school.

- Students found smoking/vaping or drinking, or in the company of smokers or drinking alcohol on or near the school site, will be issued with a fixed term exclusion. The School's Curriculum for Life program will explore issues relating to smoking/vaping and alcohol with students.

ANTI-BULLYING CODE OF CONDUCT

Every student at Crispin has the right to learn in a safe and secure environment.

Crispin is committed to providing a caring, friendly, and safe environment for all our students so that they can learn in a relaxed and secure atmosphere. We are a TELLING SCHOOL. Bullying or child-on-child abuse of any kind is unacceptable at our school. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively.

Crispin safeguards the welfare of students whilst in the school, through positive measures to address bullying, especially where this is by any aggravating factors.

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures).
- Physical - pushing, kicking, hitting, punching or any use of violence.
- Racist - racial taunts, graffiti, gestures.
- Sexual - unwanted physical contact or sexually abusive comments.
- Homophobic
- Transphobic - behaviour or language that makes a child or young person feel unwelcome or marginalised because of their perceived or actual gender identity.
- Verbal - name-calling, sarcasm, spreading rumours, teasing.
- Cyber - all areas of the Internet, such as email and Internet Chat Room misuse. Mobile threats by text messaging and calls. Misuse of associated technology, i.e., camera and video facilities.

The school will prevent bullying through:

- Teaching – Within the curriculum, we will encourage students to talk openly about bullying, promote tolerance and sensitivity recognise its many forms, realise its consequences, encourage incidents to be reported and discuss ways of handling bullies.
- Safety – The school has high expectations of good behaviour both in and out of lessons.
- Vigilance – All staff will be vigilant for signs of bullying in lessons and around school.
- Telling – We will actively encourage young people to report bullying incidents by telling a member of staff.
- Action – We will give bullying incidents a high priority. All staff should report bullying to the student Head of Year who will follow the ‘Bullying/Harassment procedure form’.

STAFF RESPONSE TO BULLYING

When approached by a student who has been bullied staff will respond positively and effectively by: -

- Listening to what is reported without delay, and interviewing all those concerned to establish what has happened.
- Reassure the victim that the matter is being dealt with.
- Keep a record of what has been said and inform the student’s tutor.
- In minor cases the bully should be warned or placed in a Head of Year detention.

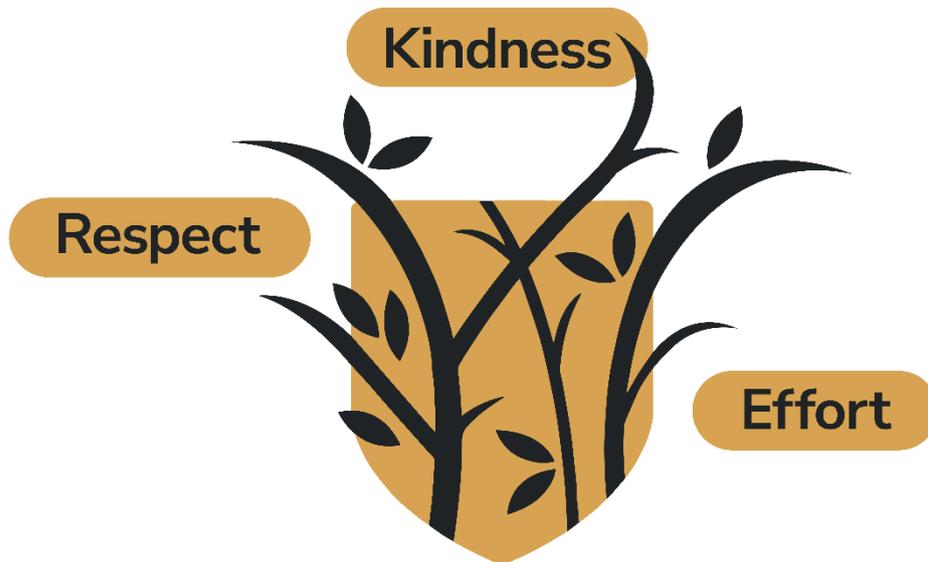
- If the bullying persists the Tutor should advise the appropriate teachers.
- More serious or persistent cases should be referred directly to the Head of Year.
- In serious or persistent cases, the Senior Leadership Team (SLT) should be informed and may become involved.
- In more serious or persistent cases, the bully should be placed in Internal Exclusion or excluded from school.
- In serious or persistent cases parents should be informed and will be invited to a meeting to discuss the problem.
- If necessary, the Police will be informed, and the School can liaise with the Police Community Support Officers (PCSO) team.

The school may ask the PCSOs to support with a Restorative Justice Program.

- After the incident has been investigated and dealt with, monitoring should take place to ensure that repeat bullying does not occur.

Appendix A:

Voice of Crispin



Always ask for help, learning should be a challenge
and we all need help along the way.

Do not stand for someone interrupting your
learning - this is, and will never be, right.



Voice of Crispin

To protect our right to learn, the students of Crispin created a Student Charter that established the following three key principles that they believed all students must follow to ensure success:

Respect

- Understand that everyone in school deserves to be treated equally.
 - Once you enter a classroom, respect the learning environment.
 - As you move around school think about others, don't drop litter, keep to the right staircases and be kind to others.
 - We are one community; to succeed we need to support each other.
-

Kindness

- Do not be afraid to express your opinions - but always be kind and safe
 - Always remain calm
 - Show empathy to members of your community
 - Remember everyone has the right to feel safe, so think about your actions for others.
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Effort

- Turn up to your lesson ready to get to work
- No one ever asked for more than your best - so just try.
- Hardwork is the cornerstone of success.

Always ask for help, learning should be a challenge and we all need help along the way.

Do not stand for someone interrupting your learning - this is, and will never be, right.

Appendix B: Graduated response

Stage and points based	Level of involvement	Actions	Communication
Stage 0	Tutor level Faculty level	Contact home by Tutor or Faculty	
Stage 1: (50-70) behaviour points	Tutor level HoY level	Letter home from HoY	
Stage 2 (100-120) behaviour points or suspensions	HoY level	IEP (HoY meeting) Look at inclusion stage for menu of support	Letter home from HoY
Stage 3 (150-170) behaviour points	HoY level	Provisions review (HoY meeting). Look at Crispin intervention.	Letter home from HoY
Stage 4 (200-220) behaviour points and one-off serious incident	HoY level AHT level 1 Governor behaviour review meeting	Provisions review Look at further Crispin intervention.	Letter home from Governor
Stage 5 (250+) behaviour points and one-off serious incident or persistent breaches of the school Behaviour Policy	HoY level AHT level WLT behaviour tribunal meeting (1 WLT representative)	Provisions review Look at further Crispin intervention.	Letter home from WLT
PEX (One-off serious incident or persistent breaches of the school Behaviour Policy)	3 Governors and Headteacher to attend		Letter home from HT