



Student Behaviour Policy

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Vision Statement

Believe Strive Succeed

Our vision is to provide an outstanding, inclusive and aspirational education for local children. We believe that everyone in our community is capable of achieving beyond their expectations by living each day in all its fullness, spiritually, physically, intellectually, emotionally and morally. We are underpinned by deep rooted values of respect, consideration, loyalty, responsibility and success.

1 Corinthians 12:12 'the body is one and has many members, and all the members of the body, though many, are one body'.

1. Aim

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

This vision aims to establish a learning environment in which our students may demonstrate their Stopfordian Ethos, supported by an effective behaviour policy. At Bishop Stopford's School we assert that everyone will act with courtesy and respect for each other at all times and all students have the right to learn in a safe environment.

The Behaviour Policy will continue to be reviewed as part of the school's internal processes and is made to adapt to the ever-changing context in which our students learn.

We will embed proactive practice as recommended by the Education Endowment Foundation as well as implement more restorative practice in school, which focuses upon the harm caused, rather than assigning blame and dispensing punishment which often fails to address the needs of those most affected.

At Bishop Stopford's school we believe that:

- Christian principles are at the heart of everything that we do
- Everyone has the right to learn and work in a safe environment
- Everyone has the right to be treated with respect

We should all share high expectations of behaviour based on respect, Christian values and good citizenship; therefore, the behaviour expectations laid out in this document are applicable to ALL students and stakeholders. The promotion of good behaviour is a shared responsibility and Bishop Stopford's School is committed to working in partnership with parents/carers in order to maximise their child's progress and good behaviour.

The success of this policy depends on the full support of all stakeholders of the Stopfordian Family including parents, students, staff and governors. To this end a Home/School Agreement is in place, reviewed annually, with the policy published on the school website.

It is important to include everyone in our journey to excellence. Staff, parents and students will be consulted about behaviour at least annually via a questionnaire.

2. Legislation and statutory guidance

At Bishop Stopford school, we follow the statutory exclusion guidance issued by the Department for Education (DfE) when making decisions regarding exclusion from school and carrying out the exclusion process.

The policy was written with regards to:

- the Education Act 2002, as amended by the Education Act 2011;
- Education and Inspections Act (2006)
- The School (Specification and Disposal of Articles) Regulations (2012)
- School Behaviour (Determination and Publicising of Measures in Academies) Regulations (2012).
- Keeping children safe in education latest edition (2025)
- DfE Searching, Screening and Confiscation Guidance (July 2022)
- DfE Restrictive interventions, including use of reasonable force, in schools (2026)
- Health and Safety at Work Act (1974); and
- the Education (Provision of Full-Time Education for Excluded Students) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Students) (England) (Amendment) Regulations 2014.

3. Expectation of Student Behaviour

Expected standards of behaviour are stated in the Student Charter. The Student Charter makes clear the general principles of good behaviour which will ensure a happy and successful working and social environment for all pupils.

There are students who struggle to regulate and control their behaviour in the classroom. This may be because of specific, diagnosed needs identified by outside agencies or it may be because of specific known needs that impact the student.

We have a clear policy and practice regarding reasonable adjustment to support students who find it difficult to conform to the behavioural expectations. We have students who have a diagnosed need and they are placed on our SEN Register. This information is available to staff with generic strategies relating to the need and specific strategies to support the individual. This will then be shared with the student's teachers.

4. Taking account of Individual Student Needs

The following groups of pupils may at some point require the adults at Bishop Stopford to take account of their individual needs and circumstances when applying the behaviour policy:

- Students from minority ethnic and faith groups, or from traveller communities, or who are asylum-seekers or refugees
- Students who need support to learn English as an additional language (EAL)
- Students with special educational needs
- Students who are looked after by the local authority
- Sick children
- Young carers
- Children from families under stress
- Any other pupils at risk of disaffection and exclusion

5. Equal Opportunities

The behaviour policy must be implemented with regard to the Equal Opportunities and the Anti-Bullying Policy at all times. As already stated, at Bishop Stopford's School we assert that everyone will act with courtesy and respect for each other at all times and all students have the right to learn in a safe environment. This means that all of our sanctions and rewards apply to any discriminatory actions (e.g. sexism, racism, homophobia, transphobia) towards members of our school who are all treated equally, including homophobic, biphobic and transphobic bullying and language.

6. Role of rewards in recognising and promoting good behaviour

Praise and Reward is based upon the concept of positive reinforcement which encourages learning and models good behaviour and achievement. Furthermore, it promotes effective routines and consistency in practice across the school and community as a whole.

Encouragement, praise and reward are essential to embed these high expectations of all students.

Students can earn daily awards including:

Strive for Five (Respectful, Considerate, Successful, Responsible and Loyal) 2 Points Silver

Awards 5 Points

Gold Awards 10 Points

Stopfordian Awards 25 Points

Get nominated by a teacher for 'Student of The Week'

Students can earn weekly awards including:

Student of The Week - Bishops Bag

Weekly attendance award (100% attendance) 10 Points

Weekly behaviour award (zero negatives) 10 Points Assembly student shout-out!

Positive communication home

Departmental postcards

Students can earn half-termly awards including:

Students who have 100% attendance will earn HOY certificates presented in award assembly

Students who have zero negative points will earn HOY certificates

Students that are punctual to school and lessons will be entered into a celebration breaks at the end of half term

Students who have top positive points in the year group will attend a celebration breakfast 2 wildcards will be available for progress

Students can earn termly awards including:

Students who have 100% attendance will earn SLT certificates presented in award assembly

Students who have zero negative points will earn SLT certificates

Students that are punctual to school and lessons will be entered into a movie and treats in the hall at the term

2 wildcards will be available for progress

Students can earn annually awards including:

Students who have 100% attendance will earn Headteachers Commendation and Badge presented in award assembly

Students who have zero negative points will earn Headteachers Commendation and Badge End of Year trip to theme part for top 15 students (there will be 2 head of year wildcards)

All positive behaviour should be considered in its context but the guidance should aid consistency. Our praise and reward system is consistent with our school's vision.

Staff are encouraged to give positive feedback:

- Verbally
- By phone to parents/carers
- Through letters home

Procedure

Merit points should be given to students using Bromcom. Tutors should recognise these on a weekly basis in form time.

Monitoring

1. All Merit points will be recorded on Bromcom.
2. Positive behaviour points are shared weekly with students during form time. Parents have access to this information on MyChild@school
3. Letters of commendation will be sent home at each 50 point milestone reached by the student. The milestone will also be celebrated in assemblies and internally on school systems.
4. Half termly reports for each year group will be given by the HOY to highlight student achievement.
5. The pastoral team will provide a termly report showing the number of Merit points per staff and department. This will be used to ensure a positive focus on praise and reward.
6. The school has a focus on a ratio of 3:1 in relation to positive and negative behaviour points.
7. SLT will review the positive behaviour of students by departments, years and staff via line management meetings and on a half termly basis in SLT meetings. They will review Negative Behaviour Points awarded also in these meetings.

7. Behaviour for Learning and Restorative Practice

We aim to develop teaching skills and target strategies to individual student level and focus on building relationships with students that have an impact.

The following practices are encouraged:

- Thank students who arrive on time and are smartly dressed in school uniform
- Praise students with positive vocabulary, who are engaged in learning and who demonstrate a willingness to learn and grow to their full potential
- Support, acknowledge and praise adherence to Stopfordian Ethos

Public recognition of excellence, using positive student conduct and achievement as an example to others

We support the establishment of positive behaviour in lessons and around school via our behaviour policy, clear and consistent routines and the Stopfordian Ethos. Teachers should use this to help support the behaviour for learning within their classroom and around school.

Expectations are conveyed to the students and set in our Student Charter within every classroom.

Bishop Stopford's School encourages regular positive contact with parents and carers as this supports student progress. Individual members of staff are encouraged to call to inform parents/carers regarding positive behaviour and achievement. This is recorded on Bromcom.

We believe that planning lessons and interventions strategically will support positive behaviour in classrooms and around the school. In lessons where activities are stimulating, appropriately challenging and accessible to all, student engagement is high. It is the expectation therefore that all departments and class teachers develop schemes of work and lesson plans to generate a learning environment that is engaging and supportive of every student's attainment and progress.

Restorative Practice

We are committed to embedding restorative practice to enable Bishop Stopford's to be a nurturing school and a place where the well-being of our students is seen of paramount importance.

Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

As part of this behaviour policy the Senior Leadership Team in the school will implement whole school approaches over time to:

- Develop emotional literacy, conflict resolution skills, truth recognition, accountability, responsibility
- Improve behaviour, attendance, learning, teaching
- Increase empathy, happiness, positive life skills,
- Reduce exclusions, detentions, conflict, bullying, need for sanctions
- Compliment PHSE and Citizenship

This will be done by the systematic review of the behaviour policy to consider where best these approaches can be implemented and sustained.

8. Unsatisfactory Behaviour

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

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. Such information will not only be used in judging what sanction is appropriate but will also inform efforts to identify any underlying cause for the behaviour and to work with the student to improve her/his behaviour in future.

The recording of unsatisfactory behaviour is therefore considered important and helpful.

9. Resolving behaviour incidents

On occasion the behaviour of some students will fall below the standards of the Stopfordian Ethos. The aim of any consequences is to help students to modify inappropriate behaviour and to act as a deterrent to other students. For a sanction to be most effective it should be consistent and immediate or as soon as possible after the incident.

General Points:

- Provide prompt, appropriate responses to incidents where there is poor behaviour.
- Whole class punishments should be avoided unless there are exceptional circumstances. Students should be clear about what sanction is being issued and why.
- students need to be taught how to resolve conflicts and staff should be given the opportunity to meet with a student before they return to their lesson after serious incidents in line with restorative practice.
- All staff should aim to use Rewards to ensure a positive learning environment is created.
- Managing poor behaviour is the responsibility of all staff within the framework of whole school behaviour management systems and procedures.
- Unsatisfactory behaviour is categorised into three categories, Low, Intermediate and High. This is recorded in the same categories on Bromcom.

Low Level

Low level disruption in the classroom and around the school, intervention required from Form Tutor and Classroom Teacher in the first instance. Where this behaviour is consistent and impacting on overall achievement, intervention should also take place from the Head of Department/Head of Year as appropriate

Intermediate Level

This is behaviour that merits intervention from the Head of Year and Head of Faculty to support form tutors and classroom teachers in the management of student conduct.

High Level

This level of behaviour will see a direct intervention by SLT to support Heads of Year, Heads of Department and other staff in the management of student conduct.

The school deploys a consistent approach to behaviour. All staff have been trained and follow the following behaviour system within the school. All students will be given 3 stages before any sanction is given.

Stage 1 - Reminder

- Students are reminded of the classroom and teacher expectations and that they should be displaying elements of the Strive for Five
- A private conversation with the relevant student/s may be necessary within the class and during the lesson, during this conversation refer the student back to our rules stated in the student planner.
- If the student's behaviour improves, catch them being good as quickly as you can.

Stage 2 – Warning

- Further reminder that their behaviour has continued to escalate, and if it continues they will be sanctioned for their behaviour
- Make it clear what the consequences of continued poor behaviour will be. 'If you do not cooperate I will ask you to move to another identified seat in the classroom / you will be choosing to stay with me after the lesson'.
- Focus on the behaviour not the person.
- Avoid getting into arguments and ensure responses are proportionate and light in the first instance. Students are to stay after the lesson for two minutes in the first instance, be moved during today's lesson only, and work hard to avoid further sanctions.
- Keep the sanctions within your class predictable. Stick to a range that you and your class know in advance.

Stage 3 – Action

- Due to previous warnings the student will now receive a teacher sanction due to their behaviour not improving
- Remain calm, take deep breaths, move away from the student, refocus on the work, catch someone else doing the right thing.
- Sit beside the student who is 'acting out' to refocus them on the work and their learning.
- Reseat more than one disaffected student if necessary, away from other students and within the classroom.
- Remain behind at the end of the lesson (only for lessons before break and lunch).
- Enable students to give their side of the incident, either verbally or in writing.
- Record incident and sanction in Bromcom.

At all times teachers will speak to students quietly and individually to remind students of their responsibilities.

10. Recording of Unsatisfactory Behaviour

If a behaviour incident procedure is to be effective, every behaviour incident must be logged in Bromcom, It will ensure:

- that a pattern of behaviour is recognised.
- that the Pastoral Team will be aware when intervention is warranted, thus avoiding more serious consequences.
- abnormal behaviour patterns are observed, which may be an indication of underlying factors. Appropriate action may then be taken in the event of exclusion all supporting material is available.

Recording and monitoring of behaviour incidents:

- All detentions of 30 minutes or more and any actions taken, such as, department report or contact with home, must be logged on Bromcom.
- Tutors, Heads of Year and Heads of Department are responsible for monitoring all entries on Bromcom.
- Heads of Department are responsible for monitoring daily incidents on Bromcom and to follow up any unresolved incident within the department

- Heads of Department are responsible for strategies and intervention where incidents are happening within their subject area regularly
- Heads of Year are responsible for strategies and intervention where incidents are happening in two or more subject areas regularly or for incidents at intermediate or high level as appropriate

Behaviour Support Plans

Where a student displays persistent unsatisfactory behaviour, leaving them at risk of fixed term exclusion or further internal exclusion, the School will institute a Behaviour Support Plan (BSP). The plan will be drawn up by the Head of Year setting clear targets and support agreed by the parents and student.

Students may be placed on a BSP if;

- Record 100 + negative behaviour points
- 3 separate instances in the Internal Exclusion Unit
- On return from a fixed term suspension

Pastoral Support Plans

Where a student's behaviour leaves them being at risk of permanent exclusion, the School will institute a Pastoral Support Plan.

Internal Suspensions

Students in the Restorative Centre (the RC) spend the entire day working in isolation from the main school cohort and are not allowed to leave the room except under supervision to go to the toilet. They do not have the standard morning break and they have their lunch within the RC. Students in Internal exclusion must report to reception at 8.30am and make their way to the RC room. They will remain in the RC until 4.30pm when they will be dismissed.

Whilst in the RC students work on curriculum material following a set timetable that focuses on English, maths, science, RE and humanities according to a subject timetable. They are expected to bring their books for these subjects with them as well as the usual school equipment. Students within the RC may read during break and lunchtime.

Whilst in the RC, students are not allowed to leave the room other than to go to the toilet. Toilet breaks are scheduled at set times during the day. They may order lunch from the canteen or they can bring a packed lunch. Students in the RC are expected to hand phones to the RC Manager at the beginning of the day. The phones will be returned at the end of the day.

At the end of the day the student will complete a behaviour reflection sheet which will be used as part of the discussion with them and their parents following the internal suspension. Where necessary and appropriate, restorative meetings will be held between a student and the member of staff/other student(s) who the incident was with. This is to ensure that the student can make a fresh start following their time in the RC.

If a student misbehaves during restorative centre, the student will be referred to the Assistant Headteacher and/or Deputy Headteacher who lead on Personal Development, Behaviour and Welfare who will decide if the student needs to repeat the sanction the following day or in serious cases be presented to the Headteacher for a fixed term suspension.

Parents will be informed if their child is being placed in the RC and a formal letter from the student's Head of Year will be sent home, detailing the reasons for the internal suspension. Internal suspensions will be issued for a period of 1-3 days depending on the nature of the incident. All internal suspensions will be followed by parental contact to discuss moving forward after the time spent in the RC.

Suspensions

Serious incidents or persistent failure to comply with the school's behaviour expectations could result in a fixed term suspension from school. These suspensions are administered according to common guidelines. Fixed term suspensions will always be followed by a return from suspension meeting involving the student, parents /carers, a senior member of staff and possibly a member of the governing body. The meeting must establish the student's readiness to return to school and behave appropriately.

Minimising Suspensions

Whilst the school will exclude students for conduct that does not comply with the school's behaviour policy, the school actively follows a policy of inclusion. As such in instances where student behaviour is a persistent concern and is not improving despite standard intervention/action, identified students may be referred to the school's inclusion panel as appropriate via their Head of Year and/or SENCO. We will always seek to use a graduated approach to understand and support behaviour change.

The inclusion panel is led by the Deputy Headteacher for Standards and Inclusion and the Assistant Headteacher for Personal Development, Behaviour and Welfare. The meeting involves discussion about any appropriate support that can be put in place in order to improve student behaviour. This support may include learning mentor input, SEN support, referral to the school's Learning Support Unit, referral to Behaviour Support Services and/or referral for external agency support such as CAMHS. In some instances where appropriate the school may consider a managed move to another school or referral for alternative provision. Parents will always be informed before any additional support is implemented. Any support that is implemented will be based on the identified needs of specific students and will be decided upon by the professionals at the inclusion panel in liaison with parents.

A student accumulating a number of fixed term exclusions will also be seen by a Governors' 'Behaviour Panel'. The operation of this panel is an inclusive strategy, designed to work with parents and students to avoid permanent exclusion.

This is a statutory document and covers a period of sixteen weeks. There are reviews every four weeks with the student, parents, pastoral and support staff. The PSP will itemise individual student targets, sanctions and rewards and specify any extra support from external agencies as well as from the School.

Permanent Exclusion

In very serious breaches of conduct or persistent cases of misconduct, the School may recommend the permanent exclusion of a student. Permanent exclusion is however, very rarely considered and used, with the option of a "managed move" seen as a much more positive strategy. The basis for exclusion is provided by the Department for Education.

11. Electronic Equipment

Mobile phones, airpods and electronic devices (e.g. Tablets) must not be used in School. Mobile phones and electronic devices should be turned off at 8:30 and placed in the student's bag when inside the school. Games consoles and similar devices are not permitted in school. If any device(s) are confiscated they will be taken to the Heads PAs office and can be collected by the student after 48 hours. The items or devices cannot be collected after 3:30pm, if the items need to be returned sooner a parent or guardian needs to come into school to collect them in person.

The Governors of the School accept NO responsibility for mobile phones and electronic devices which are brought to School. Students are expected to put devices away when asked to do so and they MAY be confiscated if a student refuses to adhere to these expectations. No investigation will be made into thefts of devices.

11. Child on Child Abuse

Implicit in our ethos is the fact that we believe we are all equal regardless of race, colour, culture, gender, sexual orientation or religion. The ethos of the school therefore fosters the spirit of regard and respect for each other and for all. As an educational establishment we also recognise that learning and growth can only take place when pupils and staff have the self-confidence, well-being and security that comes from being fully valued and respected and from experiencing equality of opportunity. Peer on peer abuse has no place in our community and will not be tolerated.

Peer on peer abuse may present itself in the following ways:

- Assault because of race, colour, culture, gender, sexual orientation or religion.
- Derogatory name-calling, insults and jokes.
- Offensive or threatening graffiti.
- Provocative behaviour such as the wearing of racist badges or insignia.
- Verbal abuse and threats
- Incitement of others to behave in an offensive or threatening way
- Ridicule of an individual for cultural differences, e.g. food, music, dress, etc.
- Refusal to co-operate with other pupils because of race, colour, culture, gender, sexual orientation or religion.
- Use of social media to abuse, threaten, offend or embarrass others.
- Attempting to do any of the above

12. Anti-Bullying Policy

Our policy is to teach students to deal with conflict in a positive way, and thereby build confident and capable leaders of tomorrow. We aim to help our students to identify bullying when it happens and to speak up to trusted adults about it after it occurs. Our aim is to create a School in which pupils grow up happily, free to pursue their own interests but with consideration for others, and free from fear.

Within Bishop Stopford everyone is valued equally and no one should suffer being bullied. We are committed to challenging bullying, supporting the victim and changing the attitude and behaviour of the bully. Please refer to our Anti-Bullying Policy

13. Restrictive intervention, including use of reasonable force

The restrictive intervention and use of reasonable force policy recognises the use of restrictive interventions, including reasonable force, should only ever be used as a last resort, and is committed to minimising the need for restrictive interventions through prevention, early intervention and de-escalation strategies. to reduce an immediate risk of harm

Please refer to the restrictive intervention and use of reasonable force policy for additional information.

14. Screening, searching and confiscation

The screen, searching and confiscation policy is intended to explain the school's powers of screening and searching young people, to ensure it remains a place where students, parents, staff and governors are safeguarded.

It explains the use of the power to search students both with and without their consent.

Furthermore, it explains the powers the school has to seize and then confiscate items found during a search.

Information that a student may be carrying, or is likely to carry, an illegal item comes to the schools from many sources. The reaction of the schools to such suspicions or intelligence is determined according to the circumstances. This is outlined below. In principle, the schools will respond in a

manner which causes the least disruption to the normal operation of the school concerned after the professional assessment of risk and its minimisation has been completed.

Usual practice will be to search a student in a private room with a witness present. It is not a requirement that the witness should be a member of SLT or other person authorised by the Headteacher to conduct a search. Having a witness present protects the staff against the possibility of a malicious allegation.

Any searches that are conducted will be noted using the 'Recording a search proforma' (**see Appendix 1 in screening, searching and confiscation policy**) and then uploaded to on our safeguarding reporting system, CPOMS (**see appendix 2 in screening, searching and confiscation policy**).

In line with the latest version of Keeping Children Safe in Education (KCSIE) statutory duty, we ensure that all staff make decisions in the best interests of the child. This applies to decisions to search pupils and confiscate items.

Please refer to the screening, searching and confiscation policy for additional information.

Appendix 1 - Reports Procedure

- Report cards should be seen mainly as a way to give students the chance to make a positive change and receive appropriate feedback.
- Students whose work, attendance, punctuality or behaviour is giving continued or serious cause for concern may be put on report. This will give them targets to achieve and allow teachers and parents/carers to monitor what they do.
- Parents should be informed that a student is on report (phone call, standard letter or meeting).

Type of Report	Trigger point for report	Length of Report (Minimum)
Tutor Report	-25 negative points	2 weeks
HOY Report	-50 negative points	2 weeks
SLT Report	-75 negative points	2 weeks

All report cards must:

- State clearly reasons why the student is on report/the targets that have been set for them.
- Be completed on Bromcom by the teacher for each lesson.
- Be viewed by the teacher to whom the student is on report each day.
- Be viewed by the parent/carer each day.

- At the end of a time on report:
- Students should be congratulated on a successful report.
- Parents should be informed of whether or not the report was successful.
- Action should be taken for poor reports e.g. detention, extension of time on report.
- If the report continues to be unsuccessful further action should be taken (meeting with parents/carers, referral to next report stage).

Tutor report: (in consultation with HOY only)

A student may be placed on tutor report for one or more of the following:

Concerns about progress and attainment.

Frequent lateness, petty misdemeanours e.g. persistent chewing in class, poor punctuality, incorrect uniform including jewellery, low level disruption or answering back, failing to respond to reasonable instructions etc.

Head of Year report:

- A student may be placed on a HOY report for one or more of the following:
- Failure of tutor report.
- Truancy.

Serious and persistent concerns expressed in a number of subject areas. Following an internal exclusion.

SLT report:

- Being placed on SLT report should be seen as a serious matter.
- A student may be placed on SLT report for one or more of the following:
- A major incident e.g. fights, bullying, being out of control.
- Following an external exclusion

If a student fails the SLT report, parents/carers should be called in and made aware of the seriousness of the situation. It may also be appropriate at this stage to make referrals to outside agencies.

Subject report:

- Subject reports will also now be completed via Bromcom.
- A student may be placed on subject report at the discretion of the teacher in charge of the subject in consultation with the class teacher.
- Targets should be set by the subject teacher and HOD.
- The student should report to the HOD with their report weekly or after each lesson.
- The tutor/HOY must be informed.
- If no improvement is seen, more action must be taken in consultation with the HOY.

Attendance and Punctuality Report

A student will be placed on attendance and punctuality report (via Bromcom) overseen by their Head of Year, for a minimum period of two weeks for:

- Truancy from school or a lesson/registration
- Repeated incidents of poor punctuality to school and/or lessons

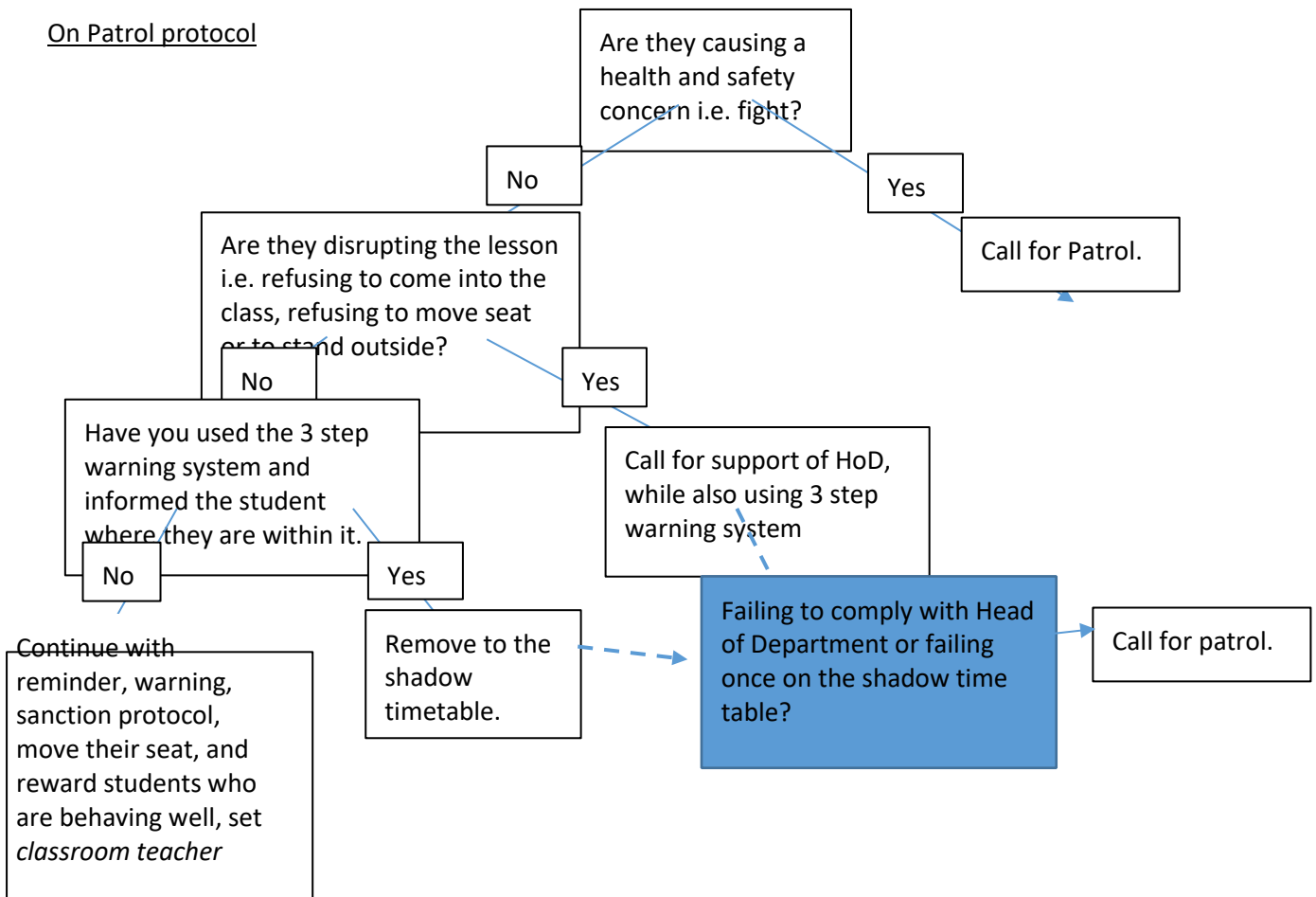
Appendix 2 - Patrol System

Every period there will be a member of Senior Leadership or another staff member who will patrol the school. Patrol is an active strategy to ensure that learning is running smoothly. Patrol is not an 'on call system' but is instead a strategy used to minimise poor conduct and support with its prevention.

In some circumstances however, it may be necessary for the member of staff on patrol to be called to a classroom whereby student conduct is a serious cause for concern and all other strategies to modify behaviour have been unsuccessful.

Patrol can be called if a teacher requires assistance in the class as detailed below

On Patrol protocol



Appendix 3 - Incident Protocol

When there is a situation where students have used physical force or been involved in an incident they will need to complete statements. The following procedures need to be done.

1. Student is taken to medical if they need medical attention first
2. Student(s) need to complete statement and the staff member dealing with the incident needs to ensure the statements get to the HOY
3. Staff members who observed the incident write statements and send to HOY
4. HOY to collate all statements and produce a summary of the incident. All statements are scanned and a proposal of sanction is sent to AHT for behaviour.
5. Any students involved in a physical altercation to be isolated in the RC or with SLT or HOY 6. Students will be kept in isolation while the incident is investigated for no longer than two days
7. Any involvement in a physical altercation will result in 1-3 days in isolation or the RC.

Appendix 4 - Detention Protocol

There are a number of ways in which a student can be given a detention within the school behaviour policy

- a) Obtaining an intermediate negative points will be a 4pm, persistent intermediate behaviour will result in an 4:30pm detention (Refer to Appendix 11)
- b) Being placed by SLT or HOY
- c) Failure to attend a teacher's detention or sanction

Being punctual to school is an important aspect of ownership and regulating outcomes for students to be successful, students should arrive at school on time. If students are late to school, the student will complete a 4pm detention that day. If a student is persistently late to school they will be issued with a 4:30pm detention.

All detentions to take place in the canteen with a HOY/SLT member present and a member of a pastoral support office. Students will write a code or work in silence for the entire period of time. If there is specific work that a teacher needs the student to complete they can bring it down when they come to have their restorative conversation.

Appendix 5 - Shadow Timetable Protocol

If a student is moved to a shadow timetable they need to be given work to complete in the class that they are moving to. Every subject needs to have a shadow timetable that is shared with all staff within the department and the Cover supervisors.

Students can either be sent to the classroom, or you can call for patrol to take them. Their work needs to be given to them or patrol as they are going.

Appendix 6- Inclusion Provision Map

Programme	Brief Details	Referral Process
Homework club	After school session using computers and TA support to complete homework	Open to all SEN students
Learning Mentor Support	For one to one work with students who are struggling in school often due to SEMH	Referral via HOY/Pastoral team
YISP	Youth Inclusion Support Programme – a multidisciplinary panel that focuses on prevention for those at risk of offending	Via inclusion panel
CAMHS	Child and Adolescent Mental Health Services – assesses and treat young people with emotional, behavioural or mental health difficulties	Via SPOE/direct referral/EP referral/GP referral
EP	Educational Psychologists investigate and advise schools on how to tackle challenges that young people face including learning difficulties, social and emotional problems etc	Via SENCO
BSS	Secondary Support Service – Work in partnership with schools to support the inclusion of all children and help to remove barriers to learning – offer one to one, group work, boxing for anger management	Via inclusion panel/ SENCO /AHT/DHT behaviour/Inclusion
Compass	Provide support and guidance for young people dealing with drug or alcohol misuse and the issues associated with it	Via inclusion panel/SENCO/AHT/DHT Behaviour/Inclusion
MYME	Provide support and guidance for young people dealing with mental health issues	Via inclusion panel/SENCO/AHT/DHT Behaviour/Inclusion
Alternative Provisions (Orchardside, Attendance support unit, Turnaround, Refocus etc)	Provide support for young people with complex needs for short or long term placements	Via inclusion panel/SENCO/AHT/DHT Behaviour/Inclusion

Appendix 7- Expectations of Key Stakeholders

Expectations of teaching staff

- To support and reinforce the 'Stopfordian Ethos' and 'Strive for Five' Campaign within their classrooms and around school
- To regularly recognise and reward positive behaviour and achievement
- To record student behaviour and achievement on Bromcom including the 'Strive for Five' principles
To telephone and meet parents to make them aware of positive and negative behaviour and academic achievement.
- To be responsible for student conduct and achievement within their classroom and around school and to work collaboratively to support and establish positive behaviour at all times
- To actively support school policies and procedures
- To plan and deliver *lessons to engage and facilitate the learning, progress and attainment of ALL students
- Communicate achievements and negative behaviours to other stakeholders when appropriate

Expectations of associate staff i.e. support staff, governors, cover staff

- To praise behaviour with reference to this policy
- To actively support school policies and procedures
- Communicate achievements and negative behaviours to other stakeholders when appropriate

Expectations of Form Tutors

To support and reinforce the 'Stopfordian Ethos' and the 'Strive for Five' Campaign within their form room and around school Support staff to teach outstanding lessons and build effective relationships with students.

- To validate and deliver effectively, the form time programme which supports the pastoral development of our students in line with our vision and ethos To regularly recognise positive behaviour through Merit points
- To record achieve and develop behaviour on Bromcom To monitor student merits/behaviour points on a weekly basis
- To be responsible for student conduct within their form room and around school and to work collaboratively to support and establish positive behaviour at all times
- To actively support school policies and procedures
- To deliver and oversee tutorial activities to promote and support positive behaviour, academic progress and attainment
- Communicate achievements and negative behaviours to other stakeholders when appropriate
- Expectations of HoD
- To support and reinforce the 'Stopfordian Ethos' and the 'Strive for Five' Campaign within their department/faculty
- To ensure that schemes of work are designed to engage and facilitate the learning, progress and attainment of ALL students
- To ensure staff within the department are regularly using praise and the Merit system to reward positive behaviour and achievement
- To observe praise and reward in lessons
- To monitor the number of Merit points within department
- To be responsible for student conduct and achievement within their department and to work collaboratively to support and establish positive behaviour at all times
- To actively support school policies and procedures and ensure that the behaviour policy is followed within their department
- Communicate achievements and negative behaviours to other stakeholders when appropriate

Expectations of HoY

- To support and reinforce the 'Stopfordian Ethos' and the 'Strive for Five' Campaign within their Year group, within the form time programme and around school
- To ensure Tutors are using and monitoring praise and merits and delivering effectively, the form time programme which supports the pastoral development of our students in line with our vision and ethos
- To monitor number of Merit points on a half termly basis
- To award Certificate for Merit points milestones in Year Assemblies
- To recognise and develop positive behaviour and achievement in Year Assembly
- To regularly recognise and reward positive behaviour and achievement
- To be responsible for student conduct within their year group and to work collaboratively to support and establish positive behaviour at all times
- To actively support school policies and procedures and to ensure that the behaviour policy is followed when dealing with student conduct
- Communicate achievements and negative behaviours to other stakeholders when appropriate

Expectations of SLT

- To support and reinforce the 'Stopfordian Ethos' throughout all areas of the school
- To support staff to deliver outstanding lessons
- Monitor Merit points within their allocated subject areas and year group
- Recognise praise and Merit points system in lesson observations
- Attend termly award assemblies and support HOYS in their leadership of behaviour for learning
- Analyse and review Merit points in line management meetings
- To be responsible for student conduct across the school and to work collaboratively to support and establish positive behaviour at all times
- To devise and implement school policies and procedures and ensure that these are actively upheld throughout the school
- To ensure that achievements and negative behaviours are communicated to other stakeholders when appropriate
- To review the effective delivery of behaviour for learning

Appendix 8 - Reasonable Adjustments

Schools have had a duty to provide reasonable adjustments for disabled pupils since 2002, originally under the Disability Discrimination Act 1995 and from October 2010, under the Equality Act 2010. The duty is to take such steps as is reasonable, to avoid substantial disadvantage to a disabled person. The Equality Act 2010, states that a person has a disability if he or she has a physical or mental impairment that has a long-term and substantial adverse effect on his or her ability to carry out normal day-to-day activities.

There are three elements to the reasonable adjustments duty outlined in the Equality Act 2010. These relate to:

- Provisions, criteria and practices
- Auxiliary aids and services
- Physical features

The duty in relation to provisions, criteria and practices covers the way in which a school operates on a day to day basis, including its decisions and actions. The duty in relation to the provision of auxiliary aids and services generally means anything that constitutes additional support or assistance for a disabled pupil. The duty in relation to the provision of physical features means the features of a building or premises. The Equality Act 2010 does not refine what is 'reasonable', which allows flexibility for different sets of circumstances. Therefore, what is reasonable in one set of circumstances, may not be reasonable in another.

Many reasonable adjustments are inexpensive and will often involve a change in practice rather than the provision of expensive pieces of equipment or additional staff.

Examples of some of the factors that are likely to be taken into account when considering what adjustments, it is reasonable for a school to have to make are:

- The extent to which special educational provision will be provided to the disabled pupil under Part 3 of the Children and Families Act 2014
- The resources of the school and the availability of financial or other assistance
- The financial and other costs of making the adjustment
- The extent to which taking any particular step would be effective in overcoming the disadvantage suffered by a disabled pupil
- The practicality of the adjustment
- The effect of the disability on the individual
- Health and safety requirements
- The need to maintain academic, musical, sporting and other standards
- The interests of other pupils and prospective pupils (Taken from Equality and Human Rights Commission published 2015)

Practice in at Bishop Stopford School

Bishop Stopford School is an inclusive school, where students' needs are well known. To secure best outcomes for our students, we personalise reasonable adjustments to meet individual need. The effectiveness of the reasonable adjustment is carefully monitored by the SENCO and Pastoral team.

The following are some of the reasonable adjustments made in school:

- Specific and personalised adjustments to the school's behaviour policy
- Examination access arrangements
- Allowing students to use the lift (when needed)
- Toilet passes
- Allowing students to type instead of hand writing an extended piece of work
- Handouts to be printed in large font
- Handouts to be printed on coloured paper
- Providing coloured overlays to students with visual stress

- Seating plans to support hearing impaired students
- Seating plans to support seeing impaired students
- Use of subtitles on videos to support hearing impaired students
- Seating plans to limit environmental stimulation
- Pass to support movement around school site at quieter times

Appendix 9 - School Uniform Policy

This policy has been written and implemented in accordance with the School's dedication to its Christian values. These are underpinned in the Stopfordian ethos and the message and example of Jesus Christ.

Our school has a duty to make sure that the uniform we require is affordable, in line with statutory guidance from the Department for Education (DfE) on the cost of school uniform.

We understand that items with distinctive characteristics (such as branded items, or items that need to have a school logo or a unique fabric/colour/design) cannot be purchased from a wide range of retailers and that requiring many such items limits parents/carers' ability to 'shop around' for a low price.

The School Uniform

The School's uniform is compulsory, but it has been kept simple and natural, in order to give each individual student, and the School as a whole, a smart appearance. **All** property should be clearly marked with the student's name.

It is the parent's/carer's and student's joint responsibility to ensure that the correct uniform is provided **and worn** properly at all times, **including on the way to and from School**. If there is any doubt as to the acceptability of any item, other than those specified in the following sections, parents are advised to check with the student's Head of Year before buying, or allowing to be worn, any such item.

Uniform

Blazers

Generic Royal (gender neutral) blue blazers with logo. Obtainable from School's outfitters.

Jumpers

V-neck Grey jumper from outlet of your choice. (This is optional)

Ties

Students must wear a navy-blue school tie with one thin medium blue stripe. Obtainable from School's outfitters.

Art and Craft

Students must provide themselves with an apron or an old shirt to wear over their uniform for all art lessons. For craft lessons, a bib apron that can be tied at the front, with or without a pocket, is required.

Outdoor Coats

Plain black or navy-blue coats, rain jackets and weather coats. Leather, imitation leather, suede or denim coats are not allowed. Hoodies are not part of our school uniform and are **not permitted** in school.

Hats

A plain black or navy-blue woollen hat. Logos must be minimal in size, a good guide is if the logo is bigger than your hand it cannot be worn. Baseball caps, bonnets, durags, balaclavas and wave caps **are not allowed** on the school premises. They will be confiscated if seen. Head scarfs are allowed but can only be black or blue and must be a solid colour, patterns are **not allowed**. All hats must **not be worn** in the School buildings under any circumstances.

Jewellery

The wearing of jewellery is forbidden in Years 7 to 11 except for one ring if requested. Neck chains/crucifixes must be **worn out of view** inside the shirt. One small plain gold stud only may be worn in

each pierced ear. Nose studs/rings or any other piercing are **not allowed**. As with all items of property, the School cannot accept any responsibility for jewellery in the case of loss or damage.

Trousers

Charcoal grey or black trousers obtainable from the school outfitters or any other supplier. Denim trousers, trousers that appear like denim and the thin cotton type are **not permitted**. Trousers must fit on the waist. **Tight, stretch or figure-revealing trousers must not be worn.**

Skirts

Charcoal grey pleated skirt. The skirt should be worn at a length from **just above the knee** to **just below the knee**.

Shirts

Plain white shirt with collar.

Blouses

A plain white blouse or shirt with a collar.

Shoes

Only plain black shoes which are able to be polished should be worn. **Trainer brands of any kind are not allowed to be worn. Heels must be no more than 1" in height.** All brands of trainers and pumps are not permitted.

Socks

Plain navy-blue, black or dark grey. If wearing a skirt - White knee socks. Thick black, opaque 70 denier tights may be worn instead of the white knee socks. White ankle socks are permitted in the summer term only.

PE Kit

Navy blue plain polo shirt, navy blue shorts - '**Chadwick iGen Shorts 803 Navy/White**'; navy blue socks. Navy blue and white track suit with logo. Track suit and polo shirts to be obtained from School's outfitters - **code: 'Chadwick iGen Polo 806**;. Just tracksuit logo'd.

Parents/Carers in any doubt about the suitability of shoes they are considering should consult the Head of Year.

Accessories

False or varnished nails are not permitted for any year group.

Head scarves are not permitted in school unless worn for religious purposes or medical recommendation.

Religious Scarves, Hair bands, ties and clips must be plain black, navy-blue or white.

General

- All personal property should be clearly labelled with the student's name.
- Please ensure that your sons and daughters are dressed smartly for school. It is in the interests of all who are a part of Bishop Stopford's School that our School is represented well in the local community.
- Items that do not conform to the uniform regulations will be confiscated until the following Thursday.
- For any uniform infringement where an item cannot be confiscated, a half code of conduct or detention will be given and recorded in the student planner.

- Occasional unavoidable wearing of non-uniform items MUST be accompanied by a parental note with a proposed date for the matter to be resolved. The school will not accept responsibility for non-school uniform items that are lost in school.
- A smart appearance is always essential.
- If clarification over any issue of uniform is required, please contact the School.

Sixth Form students dress code

The dress code in the Sixth Form reflects the modern workplace custom of smart/casual attire. Students are expected to dress smartly and appropriately, setting a positive example for younger pupils. To ensure we continue our high standards of dressing, you may **not** wear the following:

- Sportswear (tracksuits/ joggers/leggings)
- Ripped Jeans
- Hats or Caps, Scarves or Bonnets, or hoods
- T-shirts / Tops with obscene messages, or slogans
- Crop tops (no bare midriffs)

Students who arrive at school dressed inappropriately may be asked to go home to change

Appendix 10 - Merit Thresholds

Merits

Merit Points are awarded to students to reinforce and praise positive behaviour and are awarded as follows:

To gain a..	I will..	Award	This award can be given..
Strive For Five: <ul style="list-style-type: none"> • Respectful • Considerate • Successful • Responsible • Loyal 	Respectful: <ul style="list-style-type: none"> • Show kindness to peers and adults • Be respectful to other students around school • Value others and understand that individuality makes our community stronger Considerate: <ul style="list-style-type: none"> • Listen to all teacher instructions and strive to succeed • Be considerate of my own and others learning • Help and guide members of my classes to be successful Successful: <ul style="list-style-type: none"> • Demonstrate strive for 5 throughout my school day • Complete all tasks and work to the best of my ability • Try my hardest in assessments and home learning Responsible: <ul style="list-style-type: none"> • To be an active learner in lessons 	2 Point	<ul style="list-style-type: none"> • Tutorial time • Every lesson • Every piece of work • Every piece of home learning • Break and lunch • Participation in extracurricular activity • PM registration • Throughout the school day
	<ul style="list-style-type: none"> • Arrive on time to lesson ready to learn • Arrive to lesson fully equipped to learn Loyal: <ul style="list-style-type: none"> • Follow school and classroom expectations regarding my behaviour • Wear my uniform with pride • Participate in tutorial time 		

Silver Award	<ul style="list-style-type: none"> • Showing effort, attitude and application above expected level • Consistently completing tasks and work above my expected level • Go above and beyond with my learning and behaviour • Being recognised for my achievement and progress • Showing self-regulation 	5 Points	<ul style="list-style-type: none"> • Tutorial time • Every lesson • Every piece of work • Every piece of home learning • Break and lunch • Participation in extracurricular activity PM registration Throughout the school day
Gold Award	<ul style="list-style-type: none"> • Exceptional work, attitude or application in regards to work or activity in class • Achieving outstanding performance in the classroom for assessments, home learning or representing the school • Constantly uphold the school values including community and service to others 	10 Points	<ul style="list-style-type: none"> • Every assessment • Every piece of classwork/home learning • Every performance Through the school day being recognised
<ul style="list-style-type: none"> • Weekly 100% attendance award • Weekly zero negatives 	<ul style="list-style-type: none"> • Attend school every day in a week. • Have zero negative in a week 	10 Points	<ul style="list-style-type: none"> • Getting it right attendance award • Getting it right behaviour award
Stopfordian Ethos Award	<ul style="list-style-type: none"> • Constantly upholding the school values and expectations of a Bishop Stopfordian • Represent the school and the wider community • Exceptional recognition from Headteacher, Senior Leader and/or Head of Year • Volunteering and helping with school events • Being a role model and leader supporting other students success • Be an active member of student voice and/or leadership 	25 Points	<ul style="list-style-type: none"> • Everyday • Every lesson • When recognised • School events
Head of Year Award	<ul style="list-style-type: none"> • Have 100% attendance • Have zero negative points 	Certificate	<ul style="list-style-type: none"> • Every Half Term during celebration assembly

SLT Award	<ul style="list-style-type: none"> • Have 100% attendance • zero negative points 	Have	Certificate	<ul style="list-style-type: none"> • Every Term during celebration assembly
Headteacher Commendation	<ul style="list-style-type: none"> • Have 100% attendance • zero negative points 	Have	Certificate	<ul style="list-style-type: none"> • Every year during end of year rewards assembly

Time frame:	I will..	Award	This will be given..
Daily	<ul style="list-style-type: none"> • Refer to merit threshold 	<ul style="list-style-type: none"> • 2 Point • 5 Points • 10 Points • 25 Points 	<ul style="list-style-type: none"> • Everyday • Every lesson • Every event • Through-out school and serving the community
Weekly	<ul style="list-style-type: none"> • Have 100% attendance in a week • Have Zero Negative points in a week • Be recognised by a member of staff as a student of the week • Be punctual to school and lesson 	<ul style="list-style-type: none"> • Weekly Attendance awards 10 points • Weekly Getting it Right award 10 points • Bishop's Goodie Bag • Text/Phone call home from a member of staff 	<ul style="list-style-type: none"> • Weekly • All nominations shared in assembly

Half Termly	<ul style="list-style-type: none"> • Have 100% attendance • Have zero negative points • Be punctual to school and lesson • Have the top positives in my year group 	<ul style="list-style-type: none"> • Head of Year Certificate • Celebration breakfast for top 25 positive points in the year group (2 HOY recognition wildcards) 	<ul style="list-style-type: none"> • Every half term during our year group reward assembly • I will be able to attend a celebration breakfast at the end of half term
Termly	<ul style="list-style-type: none"> • 100% attendance • Have zero negative points • Be punctual to school and lesson • 10 students from each year nominated for 'Student of the week' 	<ul style="list-style-type: none"> • Certificate • Badge • Movie & treats in the hall 	<ul style="list-style-type: none"> • Certificate from SLT • 100% termly badge • Zero negative termly badge Every term during our year group reward assembly
Annually	<ul style="list-style-type: none"> • Have 100% attendance and punctuality • Have zero negative points • Top 15 positive points in Year 	<ul style="list-style-type: none"> • Headteacher Commendation Certificate & Badge • End of Year Reward Theme Park (Max 15 students per year) (2 HOY recognition wildcards) 	<ul style="list-style-type: none"> • At the end of the year

Positives:	Award:
Silver	<ul style="list-style-type: none"> • Awarded in rewards assembly at 500 positive points
Gold	<ul style="list-style-type: none"> • Awarded in rewards assembly at 1000 positive points
Stopfordian	<ul style="list-style-type: none"> • Awarded in rewards assembly at 1500 positive points

Appendix 11 - Behaviour Thresholds

Staff should always, before issuing sanctions, assert to students that their actions may require a sanction if their advice is not heeded. We should always seek to prevent a matter happening again by talking to the student about the behaviour and trying to understand the behaviour and how to prevent it.

Behaviour	Sanctions
<p>Low Level – This level of behaviour will be attributed one (1) negative behaviour points</p> <ul style="list-style-type: none"> ● Calling out/off task behaviour ● Disturbing others ● Lateness to lessons ● Talking in class ● Line-up infringement ● Disrespectful comments and/or behaviour ● Chewing gum/Eating in class ● Uniform infringement ● Lack of equipment ● Lack of classwork/homework ● Non engagement in class/ Passive learning ● Other – e.g inappropriate use of mobile phone 	<p>Low level</p> <ul style="list-style-type: none"> ● Reminder, warning, sanction protocol ● Restorative discussion with student at the end of the lesson ● Moving student within the classroom ● If the student fails to adhere to the reminder and warning a teacher sanction is given. ● Teacher sanction after lesson or at break or lunch time ● If continues, remove to shadow timetable and follow with a detention and restorative meeting ● If in more than one subject place on report to form tutor, Head of Year, SLT link as appropriate ● Parental contact by member of staff (phone or email) ● Confiscation of item (non-uniform, mobile phone etc)
<p>Intermediate level – This level of behaviour will attribute three (3) negative behaviour points</p> <ul style="list-style-type: none"> ● Failure to follow instructions ● Defiance ● Abusive language and conduct towards a member of staff ● Swearing ● Persistent disruption ● Truancy ● Removal to Shadow timetable ● Failure to complete sanctions given by class teacher/Head of Department/Head of Year ● Graffiti of school property or the property of others 	<p>Intermediate level – all of the above and/or:</p> <ul style="list-style-type: none"> ● Escalation of detention to be served ● 4.30pm SLT detention ● Parental meeting ● Excluded from representing the school in any event or attending school social events if appropriate ● If persistent or recurring, student contract and possible IEU

<p>High level – This level of behaviour will attribute five (5) negative behaviour points</p> <ul style="list-style-type: none"> ● Vandalism ● Bullying ● Racism, Sexism, Homophobia ● Fighting/physical assault or aggression ● Persistent abusive language and conduct towards a member of SLT ● Persistent defiance ● Harassment or intimidation of a member of staff or student at school or off site ● Bringing the school into disrepute ● Persistent failure to comply with the school's behaviour and sanctions policy ● Breach of health and safety ● Theft ● Bringing alcohol, fireworks or other banned substances into school ● Smoking/ vaping 	<p>High Level – all of the above and/or:</p> <ul style="list-style-type: none"> ● Exclusion – internal, fixed term, permanent ● Parental meeting ● Behaviour contract ● Behaviour Support Plan ● Pastoral Support Plan ● Referral to behaviour panel
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Please note that this table remains a guide and that sanctions may be used that are either not included in **the table or at a different level in the table at the discretion of a member of the Senior Leader Team as appropriate to the circumstances of the pupils**

Appendix 12 - Student Charter

The Stopfordian Ethos

- The Stopfordian Ethos is a consistent set of basic classroom expectations and whole school principles that ALL students are to uphold and follow.
- The ethos is designed to create an environment conducive to high standards of learning and achievement.
- The ethos encourages students to self-regulate and recognise their role they play in their own success, and to acknowledge that through the smallest of actions all students can achieve more

The Stopfordian Ethos



Our Student Charter

As a student at Bishop Stopford's School, I recognise the role that I play in my own success. Through the smallest of actions, I know that I can achieve more.

I will therefore:

- Arrive to lessons on time
- Be prepared and have the correct equipment for class and be ready to learn
- Abide by the seating plan, behaviour expectations and support the learning environment of other students.
- Interact appropriately and respect my peers
- Listen and follow instructions
- Complete all work to the best of my ability and hand homework in on time
- Be an Active learner in all lessons

"It's our choices that show what we truly are, far more than our abilities"

'BELIEVE STRIVE SUCCEED'

Strive for Five

The Strive for Five embodies and underpins the Stopfordian Ethos. It highlights the 5 basic values that our students are expected to uphold at all times. Our students agree to:

- Be Respectful - Respect in your relationships builds feelings of trust, safety, and wellbeing.
- Be Considerate – The foundation of good manners.
- Strive Be Successful -The achievement of desired visions and planned goals
- Be Responsible – Be dependable, keep promises and honour your commitments.
- Be Loyal – Stand by others and be trustworthy

The Governing Body is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

Appendix 13 – Restorative Centre Policy

The Restorative Centre (RC) Policy

The Restorative Centre serves as a measure to support students who are displaying serious behaviour at Bishops Stopford's School. The Restorative Centre will be used for internal suspensions directly below fixed term suspensions, however above minor sanctions.

The Restorative Centre is used to prevent students from engaging with the school community but without this impacting on their academic learning. The Restorative Centre takes a reflective and restorative approach to work with students in understanding the impact of their behaviour and how they can reflect and improve in future events.

Decisions on whether a student is internally excluded will depend on the individual circumstances, examples of breaches of conduct that may result in students being placed in the Restorative Centre are:

- Physical Violence/ Inciting Physical Violence;
- Bullying
- Verbal abuse that is prejudiced (e.g. racist, homophobic or sexist) and/or foul mouthed in nature;
- Refusing and/or failing to complete detentions - Verbal and/or physical abuse of staff - Persistent Truancy.

There is no maximum period for students to be placed in the Restorative Centre, in most cases a period will last between 1 to 3 days.

Through the duration of the student time within the Restorative Centre, the Pastoral support officers (PSO's) will work with the students to carry out reflective and restorative work. This strategy is dependent on the cooperation of all parties involved in an incident/situation, the aim of this type of strategy is to ensure that it provides closure for those who have been harmed/involved.

Parents/Carers will be informed of the duration of and reasons for their child being placed in the Restorative Centre. They will be contacted by the relevant Head of Year on the day regarding the decision.

Parents/Carers will also receive a letter along outlining the reasons, once the sanctions have been completed, Parents/Carers will be invited into school for a meeting to discuss the situation with the relevant Head of Year.

The Restorative Centre Rationale

The rationale behind the Restorative Centre is to provide an environment where students are able to reflect on their behaviour and begin restoring rapport with students and staff, whilst developing a positive character.

Routines for pupils in the Restorative Centre

The Restorative Centre is based in the Science block, below is the procedure that students are expected to follow in the Alternative Education Unit:

- Pupils in the Restorative Centre should report to school for 08.30am. In some cases if students are late then they must wait by reception for a member of the PSO's team to come and escort them over to the Restorative Centre.
- Some students will be referred to the Restorative Centre during the school day due to an incident that has taken place. If this is the case then accommodation will be made for them in the Restorative Centre, if for an unforeseen reason this cannot happen then the student will be placed with a senior member of staff/HOY.
- Students in the Restorative Centre, will be asked to hand over their phones to their HOY at the start of the day. If a student is brought across during the day, the member of staff escorting the students must ask for the phone to be handed over to them. All mobile phones will be stored in a locked draw in the RC by one of the PSO's.
- Students are able to bring in packed lunch or pupils will receive lunch from the school canteen. A member of the PSO's team will take their food choices in the morning and will collect the food just before lunch.
- Students will have designated toilet time. These will be after break time (11:30am-11:45am) and after Lunch time (14:15pm – 14:30pm)
- All students in the Restorative Centre will be provided with work from their teachers/subject departments to complete in the Restorative Centre.
- Students who have failed to complete their designated time in the Restorative Centre or refuse to engage may face further sanctions.
- End time for students in the Restorative Centre will be 15:45pm
- Students who have complied with all rules and completed all work will be rewarded with a Restorative Centre Excellence post card home for their successful duration in the Restorative Centre.

Timetable for Restorative Centre

Lessons	Year 7	Year 8	Year 9	Year 10	Year 11
Lesson 1 (8:55am-9:55am)	English	English	English	English	English
Lesson 2 (9:55am – 10:55am)	Maths	Maths	Maths	Maths	Maths
Break (10:55am – 11:15am)	Reading/Homework	Reading/Homework	Reading/Homework	Reading/Homework	Reading/Homework
Lesson 3 (11:15am – 12:15pm)	Pastoral Interventions	Pastoral Interventions	Pastoral Interventions	Pastoral Interventions	Pastoral Interventions
Lesson 4 (12:15pm – 13:15pm)	Science	Science	Science	Science	Science
Lunch (13:15pm – 14:00pm)	Reading/Homework	Reading/Homework	Reading/Homework	Reading/Homework	Reading/Homework
Lesson 5 (14:00pm – 15:00pm)	RE	RE	RE	Year 10 Google Classroom/GCSE Coursework	Year 11 Google Classroom/GCSE Coursework
Lesson 6 (15:00pm – 15:45pm)	Reflection workshop	Reflection workshop	Reflection workshop	Reflection workshop	Reflection workshop

Staff referral to Restorative Centre

- Referrals into the Restorative Centre can only be made by a member of the SLT or HOY.
- Staff need to ensure that an email is sent to the AHT and include the DHT and PSO's by the end of lesson 5 (15:00pm)
- Restorative Centre paperwork will need to be completed 16:30pm by the HOY and sent across to the PSO's, Assistant Head Teacher and Deputy Head Teacher.
- Students who are brought in through the day – HOY's need to ensure paperwork for them has been completed on the same day.

Expectations of all stakeholders

<u>Teachers</u>	<u>HOD's</u>	<u>PSO's</u>	<u>HOY's</u>	<u>SLT</u>
To ensure work is sent to PSO's at the start of each day for students to complete.	To ensure that curriculum mapping and differentiated resources are forward to the PSO's team.	PSO's to ensure they have sent out emails to teacher's day before asking for work.	HOY's to ensure that the referral process is completed by 16:30pm at the end of each day.	SLT to provide strategic oversight of RC. Assistant Head teacher for behaviour and Deputy Head teacher to support with check ins throughout the day.
To instructions regarding how to complete the work is included in the morning email.	HOD's to ensure departments are sending across relevant work to the PSO's team for students.	PSO's to ensure students are following the RC timetable and the pastoral intervention and reflective workshop are completed.	HOY's to collect students phones at the start of the day and hand these over to the PSO's	To work with the pastoral team and HODs to ensure a consistent approach.
Teachers complete restorative conversations with students once RC duration is completed.	HOD's to support with restorative conversations if an incident occurs with a member of staff in their department.	Morning Registration - a member of the PSO team to send a list of students who are in the RC to SLT, Pastoral Team and Attendance. A member of the PSO team to complete the canteen order and to be emailed across to the canteen staff.	HOY's to escort students over the RC. HOY's to complete a morning check and afternoon check on their year group students in the RC. HOY's to oversee restorative conversations for students and staff. HOY's to follow up with any behaviour concerns	SLT to support with students who refuse or misbehave in the RC. SLT to provide next step shadowing with them.
			HOY's to complete RC (IEU) register weekly with interventions and actions that will be completed for those specific students.	

Appendix 14 – Response to Micro-Aggressive Behaviours

Step 1 – Log the Incident on CPOMS

- When you hear micro-offensive language, avoid engaging in a lengthy conversation, as interpretations can be subjective.
Log the incident under “**Micro-Aggressive Language**” on CPOMS.
Alert the **Head of Year (HoY) and the EDI lead** by selecting the appropriate notification box.
- Provide as much detail as possible.
Your entry will automatically trigger the **fact-finding process**.

Step 2 – Statements and Fact-Finding

- The HoY/EDI Lead will request written statements from the student(s) involved and any witnesses as part of the fact-finding process.

Step 4 – Contacting Home

- You may receive an email from the **EDI Lead/HoY**, instructing you to:
 1. **Contact home** using the approved template (on the hard drive under staff information/diversity).
 2. **Draft the formal letter** to the student(s) using the approved template (on the hard drive under staff information/diversity)
 3. Email both letters back to the EDI lead for approval and wait for further instructions.
Do not send letters or contact home **before receiving official instructions from the HoY/EDI lead**.

Escalation Process

- If a student is reported for **micro-aggressive language three times** on CPOMS, an alert will be triggered, and they will be referred to an **in-house diversity literacy workshop**.
- These workshops will run **twice per term**. Any student who receives three CPOMS alerts within a half-term will be required to attend a **one-off after-school session**.
- **A student can only attend one workshop per academic year**. If they receive further alerts, the **next level of escalation** will be applied.

Next-Level Intervention

- If a student continues to use inappropriate language or behaviour despite attending the workshop, they will be subject to a **series of structured interventions** after school.
- If, after completing all intervention phases, a student **fails to demonstrate inclusive awareness**, they will face **serious sanctions** as determined by their **HoY**.

Caveat - Deliberate vs. Unintentional Language

There is an important distinction between deliberate racially offensive language and unknowingly inappropriate or ill-considered language used in a joking context.

- The former involves the intentional use of racist or microaggressive language to cause harm, distress or offence and constitutes a serious breach of the behaviour policy.
- The latter occurs when a student uses offensive language without understanding its impact, often framed as “banter” or a joke. These cases remain unacceptable but will, where appropriate, be addressed through an educational response that considers the student’s intent, awareness and willingness to learn.

There are some key things to remember when understanding the difference between banter and bullying:

1. Banter is playful, positive, and reciprocal: True banter involves mutual participation and understanding. If the person on the receiving end of the banter is hurt, it is no longer banter but potentially hurtful behaviour (although we all make mistakes - see numbers 3 & 4).
2. Banter can appear aggressive: To outsiders, banter may seem harsh, but among friends, it is understood as fun and helps strengthen bonds however, we should be aware of the signs of it going wrong ...

3. Banter can go wrong: Sometimes, banter can unintentionally hurt someone’s feelings, highlighting the importance of recognising the difference between playful teasing, when things go too far and intentional harm.

4. Recognise intent and context: It is crucial to distinguish between innocent mistakes and behaviours intended to harm, which can escalate into bullying. Mistakes should be corrected quickly, and we should be empowering children to feel able to speak up when a joke has gone too far.

The table below gives an example of intentional and unintentional behaviour:

Type of Language Use	Intentional (Deliberate)	Unintentional (Ill-considered/Banter)
Definition	Conscious use of racist or microaggressive language to harm, offend, or provoke.	Use of inappropriate language without awareness of its offensive nature, often framed as a joke.
Example	A student calls another student a racial slur during an argument or in retaliation.	A student uses a stereotype in a joke without realising it is offensive.
Student Intent	To insult, target, or degrade based on race or ethnicity.	No conscious intent to cause harm; often motivated by humour, peer influence, or ignorance.
Impact	Causes significant emotional harm or fear; creates a hostile environment.	Still harmful; may perpetuate stereotypes or make peers feel uncomfortable or excluded.
Response	Serious sanction under the behaviour policy; possible exclusion.	Educational intervention focusing on awareness, reflection, and change—may include restorative work.
School Approach	Disciplinary: safeguarding and protecting targeted students.	Educational: supporting growth, understanding and long-term attitude change.

Sanctions and Follow-Up

1. Student-to-Student Incidents

If an investigation confirms deliberate intent to harm or distress, the student will receive:

- An intermediate-level sanction,

4.30pm SLT detention

Parental meeting

Excluded from representing the school in any event or attending school social events if appropriate

- The appropriate numbered letter to parents/carers, and
- A reflection meeting.

If an investigation confirms intent was unintentional:

- Steps should be followed as per the behaviour policy around microaggressive behaviour (unlearning negative language/behaviour)

2. Single Incident Directed at a Member of Staff

Microaggressive language towards any member of staff is classed as “Abusive language and conduct towards a member of staff.”

- Sanction: High-level (per behaviour policy),

Exclusion – internal, fixed term, permanent

Parental meeting

- Appropriate numbered letter, and
- A restorative meeting with the staff member.

3. Repeated Incidents Directed at Staff

Microaggressive language towards staff on more than one occasion—regardless of whether it is the same staff member—will be treated as persistent abusive language and conduct.

- Escalated to a high-level sanction,

Exclusion – internal, fixed term, permanent

Parental meeting

Behaviour contract

- Appropriate numbered letter, and
- A restorative meeting.

(Note: “Persistent abusive language and conduct towards a member of staff” will need to be added to the high-level section, as the policy currently references only SLT.)

4. Letter Threshold

Once a student reaches three letters for microaggressive behaviour, any further incident will automatically be treated as high-level behaviour; the student will receive the corresponding sanction and be referred to the Inclusion Panel.

Appendix 15 – Guidance for resolving harmful sexual behaviours (HSB) incidents

Bishop Stopford’s School provide its students with comprehensive RSE curriculum: Teach age-appropriate lessons on healthy relationships, consent, and personal boundaries as part of the regular curriculum.

Bishop Stopford’s School has a positive school culture and foster an environment where students feel safe to report concerns and where respectful behaviour is actively promoted.

Bishop Stopford’s School Empowers students to recognize and safely intervene when they see concerning behaviours in school.

Preventative Measures: At Bishop Stopford’s school we will:

1. **Education:**
 - Implement regular PSHE lessons on consent, healthy relationships, and digital safety.
 - Provide staff training to recognize and respond to HSB.
2. **Awareness Campaigns:**
 - Display posters and provide resources about respecting boundaries.
 - Hold assemblies and workshops on sexual harassment and consent.
3. **Open Communication Channels:**
 - Encourage students to report incidents through anonymous reporting tools or by speaking to trusted staff.
4. **Monitoring and Evaluation:**
 - Regularly review policies and incidents to improve responses and prevention strategies.

1. Purpose and Scope

This document outlines the procedures and guidelines for addressing harmful sexual behaviour (HSB) at Bishop Stopford’s School. It aims to:

1. Create a safe and respectful environment for all students and staff.
2. Establish clear procedures for addressing incidents of harmful sexual behaviour (HSB).
3. Promote education and prevention strategies to reduce HSB.
4. Ensure a fair, consistent, and proportionate response to incidents.
5. Support affected parties, including those who experience or perpetrate HSB.

2. Definition of Harmful Sexual Behaviour (HSB)

HSB is developmentally inappropriate sexual behaviour displayed by children and young people which is harmful or abusive. (*Hackett, S. (2014) Children and young people with harmful sexual behaviours. London: Research in Practice*). It can include but is not limited to:

- Inappropriate touching
- Sexual comments or gestures
- Sharing explicit images without consent (e.g., sexting)
- Coercion or manipulation in a sexual context

3. Guiding Principles

1. **Safeguarding First:** The safety and well-being of students take precedence.
2. **Confidentiality:** Handle all incidents with discretion while complying with legal obligations to report certain behaviours.
3. **Education:** Use restorative and educational approaches alongside disciplinary measures to address behaviour.
4. **Proportionality:** Responses will consider the age, intent, and understanding of those involved.
5. **Collaboration:** Work with parents, carers, and relevant external agencies as needed.

- 4. Procedure for Resolving Harmful Sexual Behaviour Incidents**
- 1. Immediate Response:**
 - Ensure the safety of all students involved.
 - Separate the individuals involved, if necessary, to de-escalate the situation.
 - Provide immediate support to the affected student(s) through pastoral care or safeguarding leads.
 - 2. Reporting:**
 - All incidents must be reported to the school's Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Leads (DDSLs) immediately.
 - Serious incidents must be reported to external agencies (e.g., local safeguarding board, police) where required by law.
 - 3. Investigation:**
 - Conduct a thorough investigation led by the DSL or DDSLs. ○ Collect statements from all involved parties and witnesses.
 - Maintain clear and impartial records of the incident to CPOMS.
 - 4. Decision-Making:**
 - Assess the severity of the behaviour using a risk assessment framework.
 - Consider the developmental stage, intent, and history of the student(s) involved.
 - 5. Parental Involvement:** ○ Inform parents or carers of all parties involved, unless doing so would put a student at risk of harm.
 - 6. Sanctions and Support Plans:** ○ Apply sanctions proportionate to the severity of the behaviour. ○ Develop a behaviour support plan or refer the student to counselling or external agencies where appropriate.
 - 7. Monitoring and Review:**
 - Monitor the situation to ensure resolution and prevent recurrence.
 - Review the incident and response to identify lessons for future prevention.

5. Sanctions for HSB Incidents

- 1. Minor First-Time Incidents (Green Behaviours: Developmental Typical and Healthy)** Examples: Inappropriate jokes, mild sexualised comments, accidental boundary crossing.

Sanctions:

- Verbal warning and explanation of unacceptable behaviour.
- Reflection session with the Pastoral Team. ○ Written apology to the affected party (if appropriate).
- Pastoral intervention (e.g., lesson on respect consent and boundaries).
- Parents informed of behaviour and sanctions.

- 2. Repeated and more concerning Incidents (Amber Behaviours: Inappropriate and Problematic)**

Examples: Repeated inappropriate touching, sending or requesting explicit images, persistent sexualised language.

Sanctions:

- External internal exclusion (e.g., 1-5 days) with a reintegration meeting.
- Referral to Inclusion Panel
- Behaviour contract outlining future expectations and consequences. ○ Referral to counselling or external support services.
- Parental meeting to discuss ongoing concerns and sanctions.

- 3. Severe Incidents (Red Behaviours: Abusive and Violent)**

Examples: Coercion, sexual harassment, sharing explicit images without consent, or assault. **Sanctions:**

- Long-term exclusion or permanent expulsion (depending on severity). ○ Immediate referral to police or social services.
- Comprehensive risk assessment and safeguarding plan.
- Mandatory counselling or intervention programs.

Support for Students

- **Affected Students:**
 - Immediate access to pastoral care, or external support services.
 - Development of a safety plan if needed.
- **Students Displaying HSB:**
 - Access to behaviour modification programs.
 - Regular check-ins with a designated staff member.
 - Educational programs to develop empathy and respect for others.

Deliberate vs. Unintentional Language

There is an important distinction between deliberate racially offensive language and unknowingly inappropriate or ill-considered language used in a joking context.

- The former involves the intentional use of racist or microaggressive language to cause harm, distress or offence and constitutes a serious breach of the behaviour policy.
- The latter occurs when a student uses offensive language without understanding its impact, often framed as “banter” or a joke. These cases remain unacceptable but will, where appropriate, be addressed through an educational response that considers the student’s intent, awareness and willingness to learn.

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Sanctions and Follow-Up

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Parental meeting

Excluded from representing the school in any event or attending school social events if appropriate

- The appropriate numbered letter to parents/carers, and
- A reflection meeting.

If an investigation confirms intent was unintentional:

- Steps should be followed as per the behaviour policy around microaggressive behaviour (unlearning negative language/behaviour)

6. Single Incident Directed at a Member of Staff

Microaggressive language towards any member of staff is classed as “Abusive language and conduct towards a member of staff.”

- Sanction: High-level (per behaviour policy),

Exclusion – internal, fixed term, permanent

Parental meeting

- Appropriate numbered letter, and
- A restorative meeting with the staff member.

7. Repeated Incidents Directed at Staff

Microaggressive language towards staff on more than one occasion—regardless of whether it is the same staff member—will be treated as persistent abusive language and conduct.

- Escalated to a high-level sanction,

Exclusion – internal, fixed term, permanent

Parental meeting

Behaviour contract

- Appropriate numbered letter, and
- A restorative meeting.

(Note: “Persistent abusive language and conduct towards a member of staff” will need to be added to the high-level section, as the policy currently references only SLT.)

8. Letter Threshold

Once a student reaches three letters for microaggressive behaviour, any further incident will automatically be treated as high-level behaviour; the student will receive the corresponding sanction and be referred to the Inclusion Panel.

Appendix 16 - Guidance on Managing Technology Misuse, Online Behaviour, and AI-Generated Content

This guidance provides clear procedures for staff to follow when concerns arise relating to inappropriate digital behaviour involving students. This may include misuse of school technology, personal devices, online platforms, or emerging technologies such as artificial intelligence (AI).

Examples include accessing unsuitable websites, entering offensive search terms, misusing devices or accounts, creating or sharing harmful digital content, or generating manipulated images using AI tools.

Although some incidents may occur using personal devices that belong to parents or carers, the school may still need to investigate and respond where the behaviour involves students of the school, impacts student welfare, or creates safeguarding concerns.

The goal is to ensure consistent responses, reinforce responsible use, and safeguard the learning environment

Expectations for Students

- School devices and internet access are for educational purposes only.
- Students are expected to follow the Pupil Acceptable Use Policy at all times.
- Inappropriate use includes, but is not limited to:
 - o Accessing age-inappropriate or restricted websites
 - o Searching for offensive or harmful material
 - o Bypassing school filters or restrictions

 - o Using technology to bully, harass, or disrupt learning

 - o Sharing or distributing harmful or offensive digital content

 - o Creating, editing, or distributing manipulated images of other students or staff

 - o Using AI tools to generate harmful, degrading or offensive images, videos, or media involving students or staff.

Please refer to the guidance on managing technology misuse for further information around procedures and Appendix 18 on staff guidance on managing inappropriate use of school technology.

Appendix 17 - Staff guidance on managing inappropriate use of school technology

This guidance provides clear procedures for staff to follow when a student uses school technology inappropriately (e.g., accessing unsuitable websites, entering offensive search terms, misusing devices or accounts). The goal is to ensure consistent responses, reinforce responsible use, and safeguard the learning environment.

Expectations for Students

- School devices and internet access are for educational purposes only.
- Students are expected to follow the Pupil Acceptable Use Policy at all times.
- Inappropriate use includes, but is not limited to:
 - Accessing age-inappropriate or restricted websites
 - Searching for offensive or harmful material
 - Bypassing school filters or restrictions
 - Using technology to bully, harass, or disrupt learning

Senso's & CPOMS

When a Senso concern have been assigned they need to be investigated and a letter sent home where necessary within 3 days. Concerns will be divided into the following categories:

1. Inappropriate searches
2. Mental Health and Well-being
3. Micro-aggressive Language
4. Child-on-child – Belittling comments
5. Sexual content
6. Extremism / Radicalisation

When investigating a concern, HoYs or PSOs to speak to the student regarding the concern raised.

- If a student states that the issue was related to a lesson, check with the class teacher to confirm.
- If the concern relates to mental health and well-being, the parent/carer should be informed and the *Mental Health and Well-being Search Concern* letter should be sent home.

Letters should still be sent to parent/carers even when students claim that it was another student. This is due to the Acceptable Use Agreement, which states:

- *I will only log on to the school network, other systems and resources with my own user name and password*
- *I will follow the school's ICT security system and not reveal my passwords to anyone and change them regularly.*
- *I will not leave a device I have logged into unattended or unlocked (New)*

Procedure for Incidents

First Incident – Reminder of Expectations

- Speak to the student directly, explain why the behaviour is inappropriate, and remind them of the Pupil Acceptable Use Policy.
- Incident is to be recorded onto CPOMS
- Contact parent / carers and notify them of the incident and that a letter will be sent home. (**First Letter** template)
- No sanctions applied at this stage unless the behaviour is extreme (e.g., offensive/harmful content).

Second Incident – Formal Warning

- Incident to be recorded on CPOMS
- Contact parent / carers and arrange a meeting using the **Second Letter** template.
- Referral for Inclusion Panel to be completed for intervention.
- Restriction the use of school device privileges for a set period.
- Depending on seriousness of incident possible Early Help referral to be made.
- Risk Assessment to be completed.

Third Incident – Sanctions Implemented

- Record the incident on CPOMS
- Contact parents using the **Final Letter** template.
- Apply sanctions in line with the school's code of conduct, which may include:
 - Additional disciplinary actions as determined by HoY in conjunction with SLT

All incidents must be logged on CPOMS and include details of what was accessed, the time, and staff response.

Escalated incidents should also be reported to the Safeguarding Team if they involve safeguarding concerns (e.g., self-harm content, violence, extremist material).

Students should be encouraged to reflect on their misuse through guided conversations and interventions.

Parents should be encouraged to monitor home internet use and reinforce school expectations.

This document can be found as an appendix in the following policies:

- Child Protection and Safeguarding Policy
- E-Safety Policy
- Student Behaviour Policy

Appendix 16 – Rewards Journey

