



# Student Behaviour Policy

Date Policy Updated:	January, 2023
Leadership responsibility:	Mr G Sonuga
To Present to Governors:	22 <sup>nd</sup> February, 2023
Date Policy Ratified:	22 <sup>nd</sup> February, 2023
Date for next Review:	February, 2024

## Contents

1. Aim.....	3
2. Expectation of Student Behaviour.....	4
3. Taking account of Individual Pupil Needs.....	4
4. Equal Opportunities.....	4
5. Role of rewards in recognising and promoting good behaviour.....	5
6. Behaviour for Learning and Restorative Practice.....	6
7. Unsatisfactory Behaviour .....	7
8. Resolving behaviour incidents .....	7
9. Recording of Unsatisfactory Behaviour .....	8
<b>Internal Suspensions</b> .....	9
<b>Suspensions</b> .....	10
Permanent Exclusion .....	10
10. Electronic Equipment .....	10
11. Peer on Peer Abuse .....	11
12. Anti-Bullying Policy .....	11
Appendix 1 - Reports Procedure .....	12
Attendance and Punctuality Report .....	13
Appendix 2 - Patrol System .....	14
Appendix 3 - Incident Protocol.....	15
Appendix 4 - Detention Protocol.....	15
Appendix 5 - Shadow Timetable Protocol .....	15
Appendix 6 - Internal Exclusion Unit (IEU) Protocol.....	15
Appendix 7- Inclusion Provision Map.....	17
Appendix 8- Expectations of Key Stakeholders .....	18
Appendix 9 - Reasonable Adjustments.....	20
Appendix 10 - School Uniform Policy .....	21
Appendix 11 - Merit Thresholds.....	24
Appendix 12 - Behaviour Thresholds.....	25
Appendix 13 - Student Charter.....	26
The Stopfordian Ethos.....	26

## ***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. Expectation of Student Behaviour**

Expected standards of behaviour are stated in 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.

## **3. Taking account of Individual Pupil 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:

- Pupils from minority ethnic and faith groups, or from traveller communities, or who are asylum-seekers or refugees
- Pupils who need support to learn English as an additional language (EAL)
- Pupils with special educational needs
- Children 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

## **4. 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 whom are all treated equally, including homophobic, biphobic and transphobic bullying and language.

## **5. 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. The "Praise and Reward" categories below are a guide for staff.

1. Positive Contact: Behaviour, attitude or effort that needs to be highlighted to parents
2. Strive for Five: Behaviour, attitude or effort that is praised for being at the expected standard within the Strive for Five
3. Silver: Behaviour that is rewarded for being above expectations or consistently high
4. Gold: Behaviour that is rewarded for being well beyond expectations or consistently high as an example of excellence
5. Hot Chocolate Award: Exceptional effort or attitude shown by a student within the classroom or school community
6. Stopfordian Ethos: Exceptional service to the school and local community consistent

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. Pastoral team will provide a termly reports 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

## 6. 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 has 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.

## 7. 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 Pupils 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 Pupil'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 Pupil to improve her/his behaviour in future.

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

## 8. 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, can 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 student 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.

## **9. 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 Internal Exclusion Unit (the IEU) 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 IEU. Students in Internal exclusion must report to reception at 8.30am and make their way to the Internal Exclusion Unit (IEU) room. They will remain in the IEU until 4.30pm when they will be dismissed.

Whilst in the IEU 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 IEU may read during break and lunchtime.

Whilst in the IEU, 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 a lunch from the canteen or they can bring a packed lunch. Students in the IEU are expected to hand phones to the IEU 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 IEU.

If a student misbehaves during internal exclusion, 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 IEU 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 IEU.

## **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 Exclusions**

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.

## **10. 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. Peer on Peer 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

### **Reasonable Force**

Refer to Physical restraint policy

### **Searching Pupils**

Refer to Screening and Searching and Confiscation policy

## 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 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 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

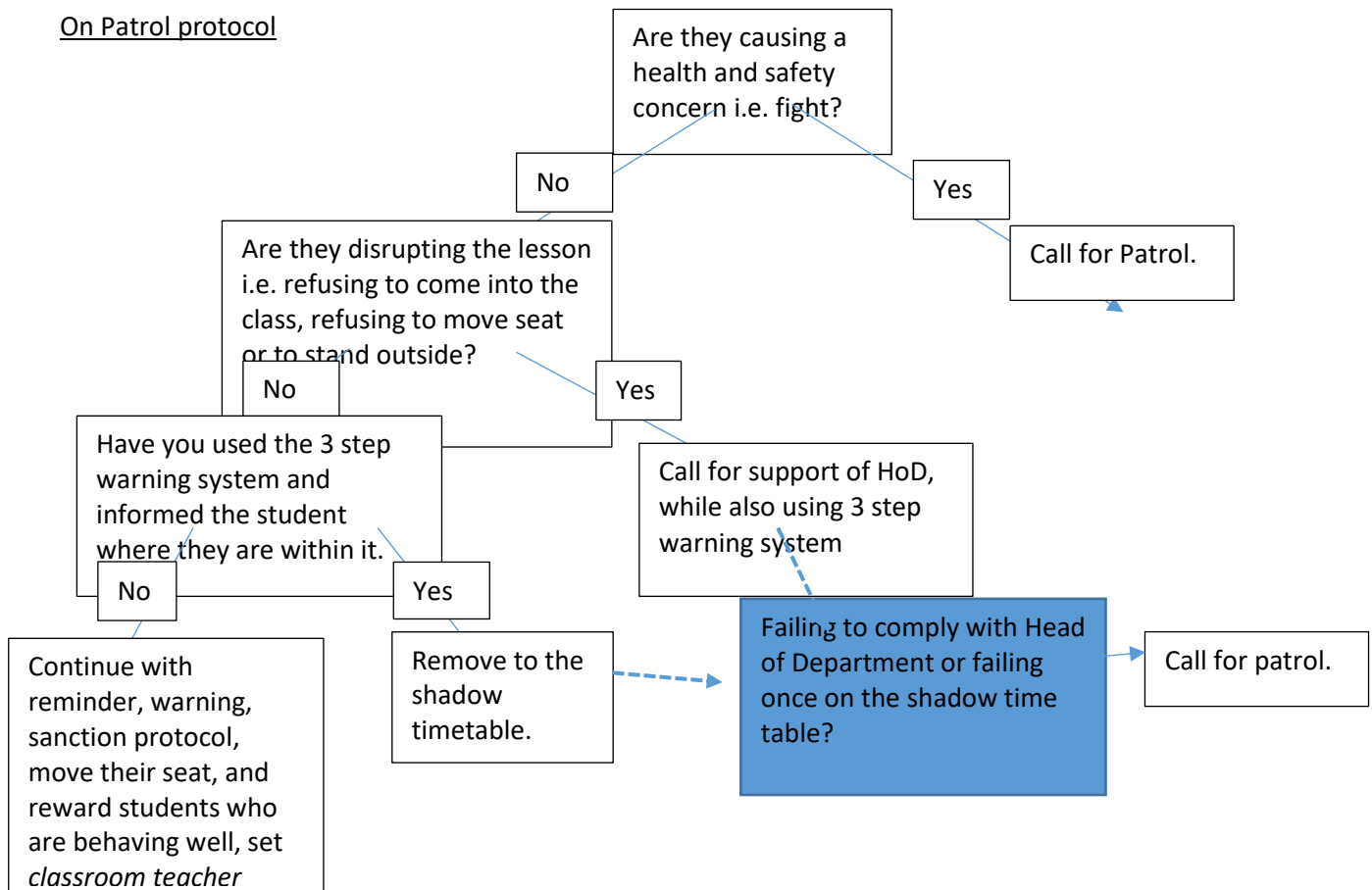
## Appendix 2 - Patrol System

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 IEU or with SLT or HOY
6. Students will be kept in isolation while the incident is investigate for no longer than two days
7. Any involvement in a physical altercation will result in 1-3 days in isolation or the IEU.

## **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 3 negative points will be a 4pm, 7 negative points will result in an SLT detention the following day
- b) Being placed by SLT or HOY
- c) Failure to attend a teacher's detention or sanction

All detentions to take place in the canteen with a HOY and SLT member present. 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 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 - Internal Exclusion Unit (IEU) Protocol**

- Students will be referred to the IEU by their Head of Year and SLT link
- The Assistant Headteacher and Deputy Headteacher for Personal Development, Behaviour and Welfare make the final decision about the appropriateness of the IEU as a sanction and the number of days that the student will be placed in the IEU.
- Parents will be informed via phone call and letter of the referral to the IEU by the students Head of Year.
- Parents will be informed of the reason for the referral and the number of days that the student will be placed in the IEU for.
- IEU sanctions may be followed by a parental meeting which may lead to the student being put on a report card dependant on the incident.
- A Behaviour Support Plan will be implemented for any student who has accrued 5 days or more of internal exclusion, or earlier if this is deemed appropriate
- On occasion, it may be deemed appropriate for the student to be referred to an internal exclusion unit at another local school. This is standard local authority protocol, in line with fair access and may be used in circumstances where it is felt that the student would be better at an alternative provision for the duration of a sanction (for example, where they have been involved in or instigated a fight with another student who is also on internal exclusion or where there has been a breach of health and safety)
- On occasion, whilst a known incident is being investigated, a student will be placed 'in holding' within the IEU or in isolation with their Head of Year or SLT Member. This is to ensure that an

investigation can take place without interference and all of the necessary information is acquired before a final sanction is decided upon. The period of holding will not exceed 2 days.

#### Referral

- Via SLT link and Head of Year
- Agreed by AHT and DHT with responsibility for behaviour
- Parental contact made via phone call with follow up letter

#### Length of Sanction

- Between 1-3 days
- Max 2 days for students on holding followed by decision regarding appropriate sanction including 1-3 days in the IEU, fixed term or permanent exclusion.
- For students whose final sanction is the IEU, the initial day of holding will be incorporated into their sanction

#### Learning within the IEU

- Students will focus on a set curriculum of English, Maths, Science and RE whilst in the IEU
- Students are expected to bring their exercise books for the appropriate subjects with them.
- Students are expected to work in silence during their time in the IEU.
- The IEU offers an opportunity to do important restorative work, even with groups of students, before their return to main body of the school.

#### Follow-Up

- A parental meeting will take place
- Students may be placed on report to their HOY
- A BSP will be implemented for any student who has accrued 5 days or more
- Where appropriate a restorative meeting between the student and the member of staff/other student who the incident was with. A member of school staff will oversee and mediate this restorative meeting
- The internal exclusion will be added to the student's running record



## Appendix 7- 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 multi-disciplinary 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

## **Appendix 8- 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 9 - Reasonable Adjustments

Schools have had a duty to provide reasonable adjustments for disabled pupils since 2002, original 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 10 - 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.

### **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**

Royal blue blazers with logo and platinum trimming. Obtainable from School's outfitters.

#### **Jumpers**

Grey jumper with house colour trim and school badge. Obtainable from School's outfitters.

#### **Ties**

Students must wear the School tie with 2 stripes according to year and House.

#### **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 under any circumstances.

#### **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 permitted 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/crucifix must be worn out of view inside the shirt. One small plain gold stud only may be worn in each pierced ear. One small nose stud may be worn but no rings can be worn in noses. As with all items of property, the School cannot accept any responsibility for jewellery in the case of loss or damage.

### **Boys' Uniform**

#### **Blazers**

Royal blue blazers with school badge and platinum trimming. Obtainable from School's outfitters.

#### **Trousers**

Charcoal grey or black trousers obtainable from the School outfitters. Denim trousers, trousers that appear like denim and the thin cotton type are not permitted. Trousers must fit on the waist.

**Jumpers**

Grey jumper with house colour trim and school badge. Obtainable from School's outfitters.

**Shirts**

Plain white shirt with 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. Socks Plain navy-blue, black or dark grey. White socks are not allowed

**PE Kit**

Navy blue polo shirt with school logo; navy blue shorts; navy blue socks. Navy blue and white track suit with logo. Track suit and polo shirts to be obtained from School's outfitters.

**Girls' Uniform****Blazers**

Royal blue blazers with school badge and grey trimming. Obtainable from School's outfitters.

**Skirts**

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

**Trousers**

Charcoal grey or black trousers flat front or pleated are acceptable. Tight, stretch or figure-revealing trousers must not be worn.

**Jumpers**

Grey jumper with house colour trim and school badge. Obtainable from School's outfitters.

**Blouses**

A plain white blouse or shirt with a collar.

**Shoes**

Only plain black shoes which are able to be polished should be worn. Heels must be no more than 1" in height. All brands of trainers and pumps are not permitted. Parents/Carers in any doubt about the suitability of shoes they are considering should consult the Head of Year.

**Socks**

White knee socks. Thick black, opaque 70 denier tights may be worn instead of the white knee socks. White ankle socks are permitted.

**PE Kit**

Navy blue polo shirt with school logo; navy blue shorts; navy blue socks. Navy blue and white track suit with logo. Track suit and polo shirts to be obtained from School's outfitters.

**Accessories**

False or varnished nails are not permitted for any year group. Head scarves are permitted in school but must be black or blue in colour. 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 and will be kept for 48 hours before being returned. If needed before this a parent or guardian will need to come to school to collect between 3-3:30pm.
- For any uniform infringement where an item cannot be confiscated, a detention will be given and recorded in the student planner.
- Occasional unavoidable wearing of non-uniform items MUST be accompanied by a School Uniform 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.

## Appendix 11 - 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.....	I will gain....	This award can be given....
<u>Strive for Five</u> Respectful Considerate Successful Responsible Loyal	<ol style="list-style-type: none"> <li>1. Complete all tasks and work to the best of my ability</li> <li>2. Follow school and classroom expectations regarding my behaviour</li> <li>3. Listen to all teacher instructions and strive to succeed</li> <li>4. To be an active learner in your lesson</li> </ol>	1 points	Every lesson  Every piece of work  Everyday
Silver Merit	<ol style="list-style-type: none"> <li>1. Showing effort, attitude and application above their expected level.</li> <li>2. Consistently completing tasks and work above my expected level.</li> </ol>	3 Points	Every lesson Every piece of work Everyday
<u>Gold Merit</u>	<ol style="list-style-type: none"> <li>1. Exceptional work, attitude or application in regards to work or activities in class</li> <li>2. Achieving outstanding performance in the classroom for assessment, home learning or performance</li> <li>3. Upholding the schools values of community and service to others</li> </ol>	5 points	Every assessment Every piece of home learning Every performance
<u>Stopfordian Ethos Award</u>	<ul style="list-style-type: none"> <li>• Consistently uphold the expectations of the Stopfordian Ethos</li> <li>• Serve the school and the wider community including:               <ol style="list-style-type: none"> <li>1. Reading Mentors</li> <li>2. Volunteering at school events</li> <li>3. Charity Work</li> <li>4. Curriculum helper</li> <li>5. Help with events</li> </ol> </li> </ul>	10 Points	Any school event Any community work Everyday



## Appendix 12 - 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"> <li>• Calling out/off task behaviour</li> <li>• Disturbing others</li> <li>• Lateness to lessons</li> <li>• Talking in class</li> <li>• Line-up infringement</li> <li>• Disrespectful comments and/or behaviour</li> <li>• Chewing gum/Eating in class</li> <li>• Uniform infringement</li> <li>• Lack of equipment</li> <li>• Lack of classwork/homework</li> <li>• Non engagement in class/ Passive learning</li> <li>• Other – e.g inappropriate use of mobile phone</li> </ul>	<p>Low level</p> <ul style="list-style-type: none"> <li>• Reminder, warning, sanction protocol</li> <li>• Restorative discussion with student at the end of the lesson</li> <li>• Moving student within the classroom</li> <li>• If the student fails to adhere to the reminder and warning a teacher sanction is given.</li> <li>• Teacher sanction after lesson or at break or lunch time</li> <li>• If continues, remove to shadow timetable and follow with a detention and restorative meeting</li> <li>• If in more than one subject place on report to form tutor, Head of Year, SLT link as appropriate</li> <li>• Parental contact by member of staff (phone or email)</li> <li>• Confiscation of item (non-uniform, mobile phone etc)</li> </ul>
<p>Intermediate level – This level of behaviour will attribute three (3) negative behaviour points</p> <ul style="list-style-type: none"> <li>• Failure to follow instructions</li> <li>• Defiance</li> <li>• Abusive language and conduct towards a member of staff</li> <li>• Swearing</li> <li>• Persistent disruption</li> <li>• Truancy</li> <li>• Removal to Shadow timetable</li> <li>• Failure to complete sanctions given by class teacher/Head of Department/Head of Year</li> <li>• Graffiti of school property or the property of others</li> </ul>	<p>Intermediate level – all of the above and/or:</p> <ul style="list-style-type: none"> <li>• Escalation of detention to be served</li> <li>• 4.30pm SLT detention</li> <li>• Parental meeting</li> <li>• Excluded from representing the school in any event or attending school social events if appropriate</li> <li>• If persistent or recurring, student contract and possible IEU</li> </ul>
<p>High level – This level of behaviour will attribute five (5) negative behaviour points</p> <ul style="list-style-type: none"> <li>• Vandalism</li> <li>• Bullying</li> <li>• Racism, Sexism, Homophobia</li> <li>• Fighting/physical assault or aggression</li> <li>• Persistent abusive language and conduct towards a member of SLT</li> <li>• Persistent defiance</li> <li>• Harassment or intimidation of a member of staff or student at school or off site</li> <li>• Bringing the school into disrepute</li> <li>• Persistent failure to comply with the school's behaviour and sanctions policy</li> <li>• Breach of health and safety</li> <li>• Theft</li> <li>• Bringing alcohol, fireworks or other banned substances into school</li> <li>• Smoking/ vaping</li> </ul>	<p>High Level – all of the above and/or:</p> <ul style="list-style-type: none"> <li>• Exclusion – internal, fixed term, permanent</li> <li>• Parental meeting</li> <li>• Behaviour contract</li> <li>• Behaviour Support Plan</li> <li>• Pastoral Support Plan</li> <li>• Referral to behaviour panel</li> </ul>

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 13 - 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.