



The Bishop of Hereford's Bluecoat School

BEHAVIOUR POLICY

SLT Lead: Pete Gibbins

Governor Committee Approval: Full Governors

Review Date: September 2024

At Bishop's we aim to be a "vibrant Christian learning community" enabling students to flourish academically and socially. Our central ethos of care, respect for the needs of others, courtesy and a warm community feel provides an atmosphere where our students can make the very best of their talents to achieve success and are inspired to chase their dreams.

We believe our school has

- a discernible energy and thirst for learning built on clear Christian values where everyone matters.
- a school where students are given every opportunity to succeed in the widest sense, achieving the best possible outcomes
- the whole school community: governors and staff, parents/carers and young people all working together; using expertise, experience and innovation
- students making a positive contribution to the communities in which they live.

Our Christian values lead us to prefer encouragement to discipline, prevention to cure, reward to sanction, but with clear consistent use of both. We seek to believe the best of everyone while being alert to evidence for the sake of all.

Policy statement:

This policy supports the values and ethos of the BHBS and integrates with our Learning and Teaching framework, the Safeguarding the Wellbeing of Students & Staff Policy Suite and School Uniform Documentation.

The scope of this Policy extends as is recommended by DfE guidelines on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

Teachers may discipline students for misbehaviour where the student is:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a student of the school

Or misbehave at any time, whether or not the conditions apply, that:

- Could have repercussion for the orderly running of the school
- Pose a threat to another student or member of the public
- Could adversely affect the reputation of the school

(Taken from Section 90 of the Education and Inspections Act 2006 quoted in Behaviour and Discipline in Schools DfE February 2014)

Additionally, as appropriate, we will share information with outside agencies (e.g. the Police) with regard to inappropriate behaviour in the community.

The authority to discipline students extends to all staff in the school.

The Education and Inspections Act 2006 gives schools a statutory power to regulate the behaviour of students when off school premises and not supervised by school staff. The Headteacher will exercise this power to protect the safety and well-being of members of the school and wider community.

Rationale:

We believe that our school should be a safe and secure environment, which supports and promotes learning and ensures that each individual feels a sense of dignity, trust and mutual respect.

Aims:

- to create an environment which supports active learning and achievement for all
- to promote good behaviour and personal responsibility
- to develop self-esteem, resilience and self-discipline through positive relationships based on mutual respect
- to ensure fairness and consistency when responding to positive and negative behaviours
- to work effectively with colleagues, parents/carers and others agencies to ensure good behaviour and achievement
- to promote anti bullying

Principles

- management of behaviour is based on rights, responsibilities, routines, rules and appropriate consequences

- teaching and learning is expected to promote good behaviour and create opportunities to recognise and celebrate success
- adults within the school community are expected to be good role models for young people
- rewards and consequences should be given fairly and consistently within the agreed staged and structured framework
- parental support in improving a student's behaviour is actively sought
- the management of student behaviour is the responsibility of all staff in accordance with the school policy

The key to the success of this policy is professional judgement and CONSISTENCY.

All staff must follow the policy in the same way, so that all students know our expectations and where they stand. There may be minor differences which may take into account the different subject requirements. PRAISE and REWARDS are the best way to promote positive behaviour. We should actively look for and recognise those students whose behaviour exceeds expectations.

Promoting Positive Behaviour has several key principles

- students have the right to expect a positive and orderly learning environment in which their efforts and achievements are recognised and rewarded
- staff have the right to expect appropriate student behaviour and to ask for assistance from parents/carers and senior colleagues
- inappropriate behaviour should not be tolerated and should be challenged
- our expectation is that students stay on task, are supportive and positive, achieve what is expected and take an active role in their learning
- students who exceed these expectations should be given recognition and rewards
- students who fail to meet the expectations of acceptable behaviour and who choose not to comply with the limits and rules set should face the consequence of their action

Developing responsibility - Choosing behaviour

The language of choice is an essential feature of promoting positive behaviour. All staff should always articulate and model polite and respectful behaviour. All students should be reminded that 'their behaviour is their responsibility' and that they make a choice when acting or behaving inappropriately. Students should be 'offered' a way out or take up time to allow them to make a choice which may not lead to a negative consequence.

We recognise the importance of giving all parties the opportunity to reflect on poor behaviour and seek a restorative solution. Forgiveness is a key Christian Value and can often result in a good outcome for all involved. There will be times when it is not appropriate to jump to a restorative solution, but it is important that there is opportunity to talk through difficult situations and find a way to move forward.

Staff responsibilities (All school staff, visitors and volunteers)

The core principles of the school are expected to be adhered to by all students all of the time are based on the following four key areas:

- B**e smart and on time
- H**ave all the equipment you need
- B**e ready to learn
- S**how respect for everyone

It is the responsibility of all staff to:

- promote self-discipline and a proper regard for those in positions of authority
- encourage good behaviour and respect for others by modelling these behaviours
- ensure students' behaviour is acceptable by setting and reinforcing clear boundaries
- challenge students who misbehave, responding to the primary behaviour calmly and consistently
- publicly support colleagues and respond promptly to parental contact
- create a positive, pleasant and orderly learning environment
- recognise and celebrate individual student's success in line with the policy
- implement the Bishop's Teaching and Learning framework
- plan and deliver stimulating and challenging lessons, taking into account individual needs
- communicate with colleagues about individual student matters
- pass any concerns regarding 'covered' lessons to the appropriate CTL or senior leader
- undertake all contracted and voluntary tasks; e.g. teaching lessons, break duty, in a professional manner arriving punctually and staying until the end

Student responsibilities

In lessons

It is the responsibility of all students to

- arrive to the lesson on time
- enter the classroom quietly and remove coats adhere to the school uniform policy
- sit where the teacher has asked you to sit
- have the correct equipment and books, including planner, for that lesson follow classroom procedures
- follow the teacher's/support assistant instructions without questioning
- settle to learn quickly by listening to the teacher's explanation of what, how and why
- put your hand up and wait to be acknowledged when requiring help or the teacher's attention
- use appropriate language and volume
- listen to others' views and work co-operatively
- use any ICT/mobile technologies in accordance with the agreed school policies accept responsibility for your own behaviour
- take responsibility for any personal items brought onto the school site

Out of lesson

It is the responsibility of all students to:

- move around the school corridors and stairs by walking on the right
- put all litter in the bins provided
- be polite and courteous to others around the school site
- respect the facilities and resources around the school site
- eat all hot food bought from the canteen or deli in the appropriate room, seated at a table
- clear away their plates, cutlery and litter when finished
- follow the instructions of the duty and other supervisory staff
- move to the next lesson when the bell sounds
- Students who cycle to school are expected to wear a helmet and walk their bike inside the school grounds

Rewards

Our aim is to use rewards to model the types of behaviour we know will lead to success. Staff should not take appropriate behaviour for granted. Social skills and acceptable behaviours have to be taught, modelled and supported. Praise will reinforce positive behaviours and enhance self-esteem. Effective praise

is personal, genuine, descriptive/specific and frequent. Fostering a positive student-teacher relationship through appropriate praise and recognition will have a huge impact on learning and student outcomes.

The graduated response to support and reward good behaviour (see Appendix 2)

The system is based on the staged responses shown below. Every member of staff plays a role in its effectiveness.

R1 – verbal or written praise

R2 – postcard or reward/prom points

R3 – letter or email home

R4 – year group/house award which could include certificates and vouchers

R5 – end of year celebration award

R6 – Rewards trips, events and becoming a junior prefect (available to Year 8 onwards)

R7 – Achieving the prefect role (available to year 11)

The graduated response to prevent poor learning and behaviour (see Appendix 3)

The system is based on the C1 – C6 responses shown below. Professional judgement and consistency play a vital role in its effectiveness. These sanctions must be put in place if the student chooses not to change their behaviour after verbal/written reminders about inappropriate behaviour. Consequence guidance can be used to guide your professional judgement. The criteria for a consequence is not exhaustive and in certain circumstances a sanction may be issued without persistent behaviours for a single one off incident. (see Appendix 2)

C1 – Teacher strategies to manage behaviour, this may include a call back at break or lunchtime (no more than 30 minutes) Duty staff/associate staff can use this; for example rudeness

C2 – Learning or Behaviour detention 40 minutes (Monday, Tuesday, Wednesday, Thursday and Friday after school)

C3 – School detention 1 hour (Friday after school) and social exclusion for a set number of break and lunchtimes

C4 – Reflection (Internal exclusion)

C5 – Fixed term exclusion

C6 – Permanent exclusion

Social exclusion will be recorded as a C3 but could be up to a week of social privileges taken away. If a student disrupts the learning of others and has had to be removed from the lesson and placed into reflection a parent carer meeting/phone will take place. Staff who see students with the incorrect uniform or behaving in an anti-social way will inform their tutor.

Students who fail to attend detention will be placed into social exclusion the next day and will have their detention rebooked for that day. Email confirmation will be sent to parents/carers the morning after the missed detention.

Students are expected to arrive to school no later than 8.45 to be ready for lessons to begin at 8.50. Students are expected to arrive to every lesson/form time on time. Punctuality is important to allow a smooth start to each lesson promoting good learning. Student lateness will be recorded and we will follow the agreed protocols for sanctions (see appendix).

Students are expected to meet all behaviour guidance during trips during the school day, after school or over a residential. Students who do not meet these expectations will be sanctioned according to school guidelines but may also be removed from the trip and banned from further trips. Trip/activity leaders will assess if there are behaviour concerns before a trip and may choose to remove the privilege of attending a school trip/activity.

Report Cards

These reports cards are used to help remind a students of school expectations and help them focus on their learning. All report cards are now electronic and information is stored on SIMS. Staff are able to see real time behaviours as they happen.

- **Level One** – this report focuses on the basics of being prepared and ready to learn. Students whose attendance has become a concern will be monitored closely by the tutor or class teacher for a subject.
- **Level Two** – this report will be used to try and refocus poor behaviour and will initially be for no longer than three weeks but will be reviewed with parents/carers. The Learning Mentors will monitor closely.
- **Level Three** – this report will be used for those students who have not modified their behaviour and they are impacting on others progress.

Sanctions whilst on report are as follows:

Level One

Gaining a Poor = next available social exclusion

Level Two

Gaining a Poor = next available social exclusion + House detention
Gaining an Moderate = next available social exclusion

Level 3

Gaining a Poor = next available social exclusion + School detention
Gaining a Moderate = next available social exclusion + house detention

Red carded whilst on report could result in either being parked or put in internal for the remainder of that lesson, plus the appropriate sanction from above.

All behaviours will be logged on SIMS so that Learning Mentors, House Leaders and Tutors have an overview about any individual student and interventions can be triggered.

Reflection (Internal Exclusion)

This could be in a number of forms:

- Part of a day to cool down or write a statement of an incident
- A full day including break and lunchtime
- Last a number of days including break and lunchtime, the aim is that this will be for no more than five days but Bishops review to right to extend this should the situation deem necessary.

Reflection Room Protocols

- All students will work in a booth in silence
- Students will complete relevant work set but it may not be current classwork
- All work will be paper based. There will be no access to computers
- Break and lunchtime will be at different times to school timetable
- Reparation is made to those that need it
- All directions given by the internal supervisor are followed
- Students who do not have a packed lunch will select what sandwich/baguette they wish and this will be delivered to internal
- When a student is placed into internal a member of the behaviour team will contact home to discuss reintegration into class

Fixed Term Suspension

On rare occasions the Headteacher, or Deputy Headteacher, may judge it necessary to exclude a student from school as result of very serious/dangerous or persistent unacceptable behaviour. This decision is not taken lightly but will be arrived at through consultation. Parents/carers will be contacted and a Reintegration Meeting arranged. Students who are serving a fixed term exclusion are expected to adhere to the school's behaviour policy. Further breaches during the period of exclusion before a readmittance meeting has taken place, could result in a permanent exclusion.

Governors Exclusion Panel

Students who have had multiple exclusions and are at risk of permanent exclusion may be asked, along with their parents/carers to attend a meeting with representatives of the Governing body and school to discuss the impact their behaviour is having on theirs and others learning.

Permanent Exclusion

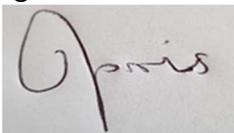
We are an inclusive school and only when all other strategies have been explored will we consider permanent exclusion. However, there may be situations when a one-off exceptional event necessitates consideration of permanent exclusion. Staff will be consulted and kept informed on these rare occasions.

External Agency Involvement

- Educational psychologist
- Health professionals (CAMHS)
- GP
- Multi Agency Group
- Police
- Parent Family Support Advisor (PFSA)
- Addaction
- Education Attendance Officer
- Crush
- Children's Social Care
- Pupil Referral Team
- Other agencies as available/required

Approved by the Full Governors at their meeting of the 21st September 2023

Signed:



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Chair of Governors

Appendix One – Basic Expectations

GENERAL UNIFORM

Blazer – Navy blue-plain with the school badge.

Tie – Two stripe tie

A pullover V-necked navy blue pullover, may be worn under a blazer, pullovers with motifs should not be worn, and the pullover should not have buttons or emblems of any type.

Shoes - Black (no colour visible on the outside including the sole), smart, safe and sensible (with a heel not exceeding 2 inches). Trainers and canvas shoes should not be worn – shoes should be polishable. There should be no sports brands identified on the outside of the shoe. Boots are not acceptable.

EXAMS AND UNIFORM

Full school uniform is expected in all school exams. Failure to attend appropriately attired could result in not being able to complete the exam.

HAIR

Hair should be neat and tidy and not be of an extreme fashion in style and colour. If colour is applied to hair, then it should conform to natural hair colours and should be one colour. Students with long hair should tie it back during particular lessons for safety reasons. All beards should be trimmed and neat in appearance. Hair will be cut no shorter than a grade four.

JEWELLERY

Only one small pair of gold or silver earrings of the stud kind can be worn in the lower lobe of either ear, but no more than one earring in a lower lobe. This means that rings, bracelets, necklaces and any other facial piercings are not allowed. This includes piercings on any other part of the ear, nose, lip, tongue or eyebrow. There should be no visible use of makeup. Nails should be natural in colour with no nail varnish. False nails or acrylics are not allowed, there are no exceptions to this. Only badges provided by the school can be worn with the exception of poppies for remembrance.

GIRLS

Skirt/Trousers – Regulation tartan school skirt, all skirts have a minimum length of 20" in exceptional circumstances the school will authorise and sell an 18" skirt – any alternatives are **not** acceptable (regulation school skirts are available from the school shop). Skirts should not be rolled up. The bottom of the skirt should be as close to the top of the knee as possible.

Blouse - Pale blue, worn tucked in at the waist. The top button should be done up, so please make sure that the neck size is appropriate.

Socks - dark socks (ankle or knee length) or tights. No coloured patterns visible when shoes are worn.

BOYS

Trousers - Black or dark grey (smart, not casual – not jeans, cords, denims)

Shirt - Pale blue, worn tucked in at the waist. The top button should be done up, so please make sure that the neck size is appropriate. The shirt can be long or short sleeved in length.

Socks - Dark socks. No coloured patterns visible when shoes are worn.

Warm coats and scarves can be worn outside at break and lunch but should not be worn inside the buildings. Hoodies can't be worn on the school site.

Tailored unisex shorts are also available which have the school initials. No other designs will be acceptable.

EXCEPTIONS

During Enrichment week and non uniform days the regulations will be relaxed. However, all personal clothing should be appropriate for a school setting.

PE UNIFORM

Only approved PE kit from Club Sport will be appropriate.

The Headteacher's decision on all queries is final.

MOBILE PHONES, AND OTHER MEDIA DEVICES & INTERNET SECURITY

We allow (but do not encourage) mobile phones to be carried so that students involved in after school activities can contact parents/carers before and after school. They must be switched off and kept out of sight during the school day between 8.50 a.m. and 3.20 p.m. Phones and any other device that can take photos must not be taken into the changing rooms under any circumstances, even if they are switched off and hidden away.

Any student seen with a mobile phone during the school day will have the phone confiscated for a week (There are **no** exceptions to this rule – in exceptional circumstances the school may be able to provide a school phone). It must be stressed that responsibility for the security of the phone lies with the student. If you need to contact parents or carers in an emergency, then you can go to Student Services for help. If Student Services is unavailable, then reception is open until 4.30pm. A member of staff may also be able to help outside normal school hours because there are many phones around the school site that staff have access to.

Students in years 10 and 11 will be allowed to use their devices under the direction of the member of staff for educational purposes and only in lessons. Failure to use the device appropriately will result in confiscation for a week.

Students who have English as an Additional Language will be allowed to use a device for translation purposes regardless of their year group.

The use of mobile phones on school trips is at the discretion of the trip leader. Should the trip leader deem that students are required to hand in their mobile phones this must be followed. Failure to do this may result in sanctions and potential loss of the opportunity of attending further trips.

There may be occasions where a medical app on a device will need to be used.

Please remember that the school cannot take responsibility for any personal item that is brought into school. If you are concerned about the security of a specific item then the best advice is not to bring it to school in the first place or store it in your locker. We recognise that young people often have access to the internet, please refer to our school website and the information section detailing internet safety for up to date guidance around protecting young people on the internet.

You will also find information on the government website: www.thinkuknow.co.uk.

Students are not allowed to take photos or videos unless they are supervised by a member of staff.



Appendix Two

Reward Stage	Reward	Issued by	Frequency	Reward Given	House Point Value	Criteria and examples of behaviour to warrant reward	Actions
R1	Verbal praise or written praise	All staff	Daily	Well done Great work today Excellent effort Thank you for your help	0	Opened a door. Helped a member of staff when asked or offered help without being asked.	
R2	Postcard or rewards points	All staff	Daily	House Point	1	Good classwork Good homework Politeness Holding the door open for a member of staff Consideration for others Picking up litter Helping a member of staff/student	Student shows the planner to a staff member in student services who record the totals in SIMS Star of the lesson can be recorded via SIMS
R3	Email/letter or phone call home	All staff	Weekly	Pre-formatted praise letters stating outstanding work or contribution can be sent home. Personalised letters/email can be generated by student services.	2	Good work in a subject or in form or good example set in and around school. This can be a one off incident. 100% attendance in a half term. Letter from the Headteacher to highlight excellent attitude in the school environment.	All staff supply students services with a list of who the letter/email/text to be sent home. Member of staff to make the phone call and log in the communication log section of behaviour on SIMS. Letters sent home can be attached via the linked documents area in SIMS.
R4	Year Group or House award	All staff	Half termly	Praise postcard sent home from a subject area, support staff, HOH, form tutor and SLT. The postcard will be individually designed stating that the student	5	Repeated excellent classwork or homework Helping staff during a House event Contribution to the wider community.	All staff supply student services with a list who will then log in SIMS which sends a praise postcard home. Green slip issued by a member of staff and the

				has done some excellent work or demonstrated positive social values around school.		100% attendance in a term.	student hands in to student services who record on SIMS.
R5	Celebration assembly in KS3 Presentation evening KS4 School flashes or badge and ties	CTL HOH SLT	Yearly	Subject award Service before self Contribution to school life Contribution to the community Significant help to other students Duke of Edinburgh completion Subject flash Subject badge Subject ties Form badge House tie House flash External ties	10	Outstanding performance both inside and outside of school. Attendance to school clubs.	CTL/HOH/SLT/LM pass the list onto student services who log on SIMS. Flashes and ties handed out during House assemblies.
R6	Rewards trips and events Headteacher award Junior Prefect Governor Award	SLT	Yearly	Excellent effort on report trips to the cinema Form party for attendance Tea and cake with the Headteacher Lunch with the governors	15	Consistently producing effort above and beyond normal expectations both in a subject and in a pastoral setting. Students who receive no sanctions during the year.	SLT to identify winners from data provided and student services will log this on SIMS.
R7	Prefects	Headteacher	Yearly	Badges Reward trips/activities	25	Exceptional performance academically. Exceptional contribution to the community.	HOH/CTL/SLT/LM will provide HT with possible winners and HT will make final decision. Student services will then log on SIMS. HT will make contact with home either by letter or telephone.



Appendix Three

Consequence Stage	Sanction	Issued by	Punishment	Criteria and examples of misbehaviour	Actions
C0	None	All staff	Verbal warning.	Behaving in such a way as it stops themselves and others learning. This could involve talking out of turn (TOOTING). Refusing to follow an instruction. Not completing work.	Member of staff sets out expectations and sees an immediate improvement.
C1	Teacher behaviour management strategies	All staff	Moving seats, reflection of behaviour outside of classroom with member of staff. Call back at either break or lunchtime to discuss behaviour/catch up with work.	As above but behaviour has not been modified.	Behaviour may be logged on SIMS.
C2	Learning detention	Teaching staff Cover supervisors LSA's Learning Mentors	40 min detention any day of the week	Persistent low level disruption. Persistent refusal to meet basic classroom expectations. Rudeness/confrontation. Persistent lateness to lessons.	Subject teacher/CTL to log in SIMS which sends a text/email home Failure to attend will result in an escalation to a C3.
C2	Behaviour Detention	Form tutor Learning Mentor House Leader	45 minute detention any day of the week	Persistent failure to follow simple instructions from a member of staff, leaving a lesson without permission. Failure to wear a helmet travelling to school on a bike.	HOH logs in SIMS which sends a mail merged letter home and reminds parents/carers via text and email.
C3	Social exclusion	SLT Learning Mentors Duty staff	A fixed period of time in the social exclusion room at lunchtime will be issued. This will be for the duration of the whole lunchtime.	Anti-social behaviour at break and lunchtime. Anti-social behaviour outside of school. Verbal confrontation. Can be used as a time out to defuse situations to avoid more serious sanctions. Students caught smoking or vaping will spend a week in social exclusion.	Staff place student into social exclusion room which is logged on SIMS by the learning mentor. Email and text sent home. Mail merged letter sent home for prolonged period of suspension.
C3	School detention	SLT	1 hour detention after school on a Friday. Every student in school detention will be placed on a level two report.	Failure to attend a House detention. Major disruption of a lesson eg walking out and arguing with teacher, truancy from a lesson, malicious damage. Swearing. Malicious misuse of ICT/social media. Red carded. Failure to complete homework	Learning Mentor/SLT/CTL logs on SIMS and mail merged email sent home

C4	Internal exclusion This may be served at another school in exceptional circumstances	Headteacher, Deputy Headteacher HOH	Up to 5 days at any one time.	Failure to attend a Head's detention, bullying (in school, out of school including online), aggression, fighting. Swearing, abusive language, racist comments that create a hostile, degrading, humiliating or offensive school environment. Any other comment that doesn't support diversity. Refusal to follow reasonable instructions. A breach of exam rules/protocols.	Letter sent home to parents/carers or phone call home. Student will be placed on a level three report.
C5	Fixed term suspension	Deputy Headteacher, Headteacher	Up to 45 days at any one time. After 5 days provision will be made to be at another school.	Theft, assault, persistent bullying, violence (eg fighting or assault), bringing alcohol into school, refusal to follow school sanctions, swearing/abusive language at staff. False or malicious allegations made towards a member of staff. Photographing/filming members of staff/students including upskirting. Student will be placed on report following readmission meeting with Headteacher.	Letter sent home to parents /carers and phone call home.
C6	Permanent exclusion	Headteacher	Removal from school permanently.	A serious breach or persistent breaches of school's behaviour policy e.g. extreme aggression in person or online, in possession or selling/supplying drugs, persistent bullying in person or online, being in possession of a weapon/knife at school, persistently disruptive behaviour impacting on learning.	

Emergency Rota - A red card may be issued during a lesson only if the lesson is unable to continue or a serious incident has occurred. Wherever possible the Curriculum Team Leader or other colleague should be consulted first. In many cases the situation can be dealt with on a local level. Examples of a red card would include: fighting, swearing at staff, persistent refusal to follow simple instructions from a member of staff, leaving a lesson without permission. If a student engages in low level disruption, then do not automatically issue a red card. They should be removed to colleague's class for the remainder of the lesson.

Appendix Four lists common sanctions and the expected consequences. These may be amended depending on the severity of each incident. This list is not exhaustive, and we reserve the right to issue a sanction if the school feels it is appropriate.

Prefects who receive a sanction will lose their badge for four weeks. After this, their Head of House will re issue the badge assuming no further transgressions of the behaviour policy.

Sanctions

Chewing	C1
Punctuality	Will be monitored and Form Tutor/Head of House will issue after school detentions. The sanction awarded will escalate through persistent lateness
Disturbing others, disturbing lessons, not on task, not following instructions, answering back to a member of staff and defiance	C1 – C5 following teacher strategies
Homework	C1 for failing to complete homework Repeated failure for missing homework will lead to a meeting with the subject teacher and or Curriculum Team Leader
Basic expectations (uniform, essential equipment, lateness)	C1 in the first instance C2 for continual violation of BHBS basic expectations
Littering	C1 in the first instance and removing the litter
Toilets	Only one student at a time is expected to be in a toilet. A C2 will be issued in the first instance if students are found in the toilet together. A search is likely to be instigated to ensure nothing further is occurring in the toilets
Misbehaviour on buses	C2 in the first instance Repeat instance will lead to a ban from travelling to school on a bus
Failure to follow expectations when riding to school on a bike	C2 in the first instance Repeat instance will lead to a ban from travelling to school on a bike
Smoking/vaping (inc ecigarettes), truancy, internet issues, recording using a mobile device, any form of bullying, theft	For smoking/vaping the standard sanction will be a week of social exclusion Sanction will be decided by the Learning Mentors, Head of House or SLT depending on the severity of the incident In order to ensure that vapes are not brought into school, the use of a metal detector wand can be used on the direction of a member of SLT
Swearing at staff	C6
Drugs, alcohol, weapons,	C6 possible permanent

Students who continue to break school expectations will move up the consequence hierarchy.

Parents/carers will be asked to attend a meeting at school to discuss strategies to enable better behaviour choices. Failure to modify behaviour may result in a PSP (Pastoral Support Plan). The next step could be an alternative curriculum provision to enable progress to take place.

Appendix Five

Procedure for Lateness Sanctions

Stage	Action	Actions
1	Warning that lateness is a concern	Email home using Template: (Lateness Stg 1)
2	Form tutor to email home and monitor weekly lateness	Send email using Template: (Lateness Stg 2)
3	HoH call home and placed on late report to HoH	Send email using Template: (Lateness Stg 3) HOH to add Report Card for Student
4	HoH in person meeting with parents	Send email using Template: Social Exclusion Message (Lateness Stg 4)
5	SLT meeting with parents	Request relevant member of Admin to inform SLT/ Head of House and organise appointment
6	Meeting with parents and Headteacher/Deputy Head	Request relevant member of Admin to inform SLT/ Head of House and organise appointment

Procedure for Lack of Equipment

Stage	Concern	Actions
1	Equipment has been missing on three occasions	Form tutor speaks to the student regarding not having equipment
2	Equipment has been missing on five occasions	Form tutor makes contact with parents carers either via email or phone
3	Equipment has been missing for eight occasions	HoH meets with the student, contacts home and monitors regular via the form tutor
4	Equipment continues to not be brought to school	HoH in person meeting with parents
5	There has been no change to having all the correct equipment to learn	SLT meeting with parents

6	There continues to be a reluctance to bring equipment to school	Meeting with parents and Headteacher/Deputy Head
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