



The Bishop of Hereford's Bluecoat School

BEHAVIOUR POLICY

SLT Lead: Pete Gibbins

Governor Committee Approval: Full Governors

Review Date: September 2025

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:

Be smart and on time

Have all the equipment you need

Be ready to learn

Show 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, 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
- students are not allowed to go to the toilet during lessons because this causes a great deal of disruption to learning. Students can go to the toilet every hour in between lesson if they need to. Should a child become desperate members of staff will use their own discretion, but this will be monitored by the mentors

Out of lesson

Any student who is allowed to leave a lesson will be issued with a corridor pass so that they are easily identifiable. Students without a pass can expect to be challenged and if necessary, a consequence will be issued for not being in class.

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)

- C0 – verbal warning
- C1 – Teacher strategies to manage behaviour
- C2 – Behaviour detention 40 minutes (Monday to Friday after school)
- C3 – Social exclusion for a set number of break and lunchtimes
- C4 – School detention 1 hour after school Monday to Friday
- C5 – Reflection
- C6 – Fixed term exclusion
- C7 – 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.

Bishops Behaviour Curriculum

At Bishops we take every opportunity to educate young people on the correct behaviours to display for successful outcomes but also successful life skills. This takes place during Form time, curriculum lessons, House and SLT assemblies and during our Skills for Life programme. This is supported by 1:1 or small group work offered by our Learning Support Assistants, Higher Level Teaching Assistants and Pastoral Mentors. There are also opportunities for selected students to access personalised curriculum to help support any challenges they may face.

Behaviour and SEN

Students who have additional needs will have these considered before any consequence is applied. All effort to meet the needs of the child will be taken into account and reasonable adjustments will be made. For more serious behaviours the SENCo will always be consulted before any decision is made.

Report Cards

Physical report cards are used in some subject areas to help students focus their behaviours. All behaviours will be logged on SIMS so that Pastoral Mentors, Heads of House and Tutors have an overview about any individual student and interventions can be triggered. This means although students do not have a physical report card they are monitored.

All staff will have access to live behaviours on their home screen so that they can see their form, house or year group's behaviour as it happens. The Pastoral Team will review this daily and use the behaviour protocol for interventions (see appendix).

Detention

Students will be escorted to detention by their period five member of staff. Students who choose to not follow instructions will lose their social time the next day and resit the detention.

In detention students will be sat in silence at a desk. They will complete a reflection sheet to explore the reasons for their behaviour and how they can make better choices in the future. This form will be scanned and sent home if anything inappropriate has been written. Students in detention who ask to go to the toilet will have five minutes added at the end of the detention and their phone has to be placed on the teacher's desk. Students will not be allowed to miss a detention unless there has been prior agreement, and it can only be for a medical appointment. Students will not be allowed to represent the school on a day of a detention. Staff who are supervising the detention will finish their lesson at 3.15 so they are their in good time.

Students will be expected to attend detention not any extra curricular clubs or matches.

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
- Any individual reflection could last for a few days in a row, aiming for it not to exceed five continuous days as a rule; however, we review the right to extend beyond five days under circumstances where this is unavoidable and deemed 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 reflection supervisor are followed
- Students who do not have a packed lunch will select what sandwich/bagiette they wish and this will be delivered to reflection
- When a student is placed into reflection 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.

When a student is suspended, they will be expected to complete all relevant work set so they do not fall behind. On the suspension letter links to the Oak Academy will be provided and teaching staff will provide more detailed work as soon as is possible depending on their timetable. For students with SEN there may be a delay in ensuring the work is adapted. All work completed should be returned to each member of staff upon readmittance.

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

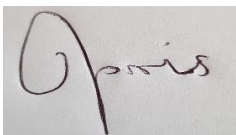
We are an inclusive school and only when all other strategies have been explored will we consider permanent exclusion. However, there may be situations when a one-off exceptional event necessitates consideration of permanent exclusion. Staff will be consulted and kept informed on these rare occasions.

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 Full Governors at their meeting of the 19th September 2024

Signed:



Mr D Morris
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. Only badges provided by the school can be worn with the exception of poppies for remembrance.

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, tidy and of natural colour and in a non-extreme style; the school reserves the right to judge what is considered natural or extreme. There should be no evidence of colouring of any kind. 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 on the top of the head. Patterns or lines are not acceptable in the hair or eyebrows. If you are in any doubt please contact the school before any new style is introduced.

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.

MAKE UP

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. Eyelashes are not allowed and will need to be removed.

UNIFORM

Blazers are compulsory and should be worn at all times in the building unless a member of staff gives permission for them to be removed.

Sweaters are an optional item which must be navy and V neck in design.

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.

Skirt Regulation tartan school skirt, all skirts have a minimum length of 20" in exceptional circumstances the school will authorise and sell n 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.

Trousers - Black or dark grey straight cut (smart, not casual, no drainpipe style – not jeans, cords, denims)

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

Warm coats should be worn to and from school. They can be worn in the building but must be removed when entering a classroom and placed over the chair. 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 may be relaxed. However, all personal clothing should be appropriate for a school setting. No beach wear is acceptable.

PE UNIFORM

Only approved PE kit from Club Sport will be appropriate.

If a student forgets an 'item' of their PE kit/equipment (socks, trainers, boots, hair tie etc) a mark will be issued on their behaviour card.

First offence of forgetting their FULL PE kit/equipment will result in a C1 - Second offence will be a C2 - persistence failure to bring kit will result in a phone call home and escalated to CTL to issue 60-minute detention

The Headteacher's decision on all queries is final.

MOBILE PHONES, AND OTHER MEDIA DEVICES & INTERNET SECURITY

Students are not allowed to use Mobile phones, smart watches, headphones or other internet able devices whilst at the school.

Any member of staff can confiscate a student's mobile phone if it is seen. Staff will hand phones into student services, it will then be locked in a safe.

Smart watches are to only be used for checking the time. Should a member of staff see or suspect that they have been used for any other reason the normal confiscation protocol will apply. Should other internet enabled devices be brought into school they should not be used under any circumstances and will be confiscated as per policy. All smart watches are banned from exam rooms under JCQ regulations.

Students can collect their phone or device at the end of the same school day from student services. Failure to hand in a phone once it has been seen will mean the student will be taken to reflection for not following school rules and normal school sanctions will apply.

Please see Appendix 5

Start of Day

Students will not be allowed to use their phones, smart watch or internet enabled device when they come into the school building crossing the threshold of the front blue gates either side of the main building. This includes the outside areas not in the school building. Phones should be switched off, inside bags and out of sight. Smart watches should be configured to a school mode where time can only be accessed. Students outside of the school building need to switch phones or devices off and put them away at 08:45, when the movement bell rings. At this time any students not already in the building should be moving into the school building and making their way to AM registration. At 8.45 the movement bell to get to registration goes. At this point phones or devices outside the school building are expected to be off and away because students should be moving to lesson.

End of Day

At the end of the school day students are allowed to turn on their phones, smart watch or internet enabled device until after they have left the front of the main school building or the threshold of the blue gates either side of the main building. Students are encouraged to wait until they leave the school site via the entrance and exit gates. Students attending extra-curricular clubs are not permitted to use their phones and will have to wait until they leave the school building and thresholds as described above.

In emergency situations staff will supervise contact with parents and carers.

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.



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
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				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.

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Appendix Three

Consequence Stage	Consequence	Issued by	Punishment	Criteria and examples of misbehaviour This list is not exclusive as other behaviours may warrant this consequence	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.	Name calling, parking a student before a red card, lateness level 1, refusal to follow an instruction, persistent low level disruption, not meeting basic classroom expectations, not completing class work, stopping other students learning, rudeness Failure to wear a helmet travelling to school on a bike.	Behaviour may be logged on SIMS.
C2	Detention	Teaching staff Cover supervisors LSA's Pastoral Mentors Form tutor Learning Mentor Head of House	40 min detention any day of the week	Persistent low level disruption. Persistent refusal to meet basic classroom expectations. Rudeness/confrontation. Persistent lateness to school/lessons. Leaving a lesson without permission. Stopping other students learning. 5 marks on a behaviour card. Uniform infringements. Anti-social behaviour. Defiance. Caught in a toilet with another student. Misuse of IT. Red card. Confrontational behaviour. Inciting poor behaviour. Failure to complete homework.	Member of staff logs in SIMS which sends a mail merged letter home and reminds parents/carers via email. Staff will escort students to their detention at the end of period five. Failure to attend will result in an escalation to a C3 and resitting the original detention.

C3	Social exclusion	SLT Pastoral Mentors Mentors Duty staff Heads of House	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. Failure to attend a detention. Students caught smoking or vaping will spend a week in social exclusion. In exceptional circumstances can be used as an alternative to after school detention. Truancy. Damage to school property. Lateness to school or lessons level 3. Truancy from school. Anti-social behaviour outside of school. Red card. Failure to attend a 40 minute detention. Bullying.	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.
C4	School detention	SLT	1 hour detention after school on any day of the week. Every student in school detention will be placed on a level two report.	Repeated failure to attend a school 40 minute 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. Graffiti.	Pastoral Mentor/SLT/CTL logs on SIMS and mail merged email sent home
C5	Reflection (Internal exclusion) This may be served at another school in exceptional circumstances	Headteacher, Deputy Headteacher HOH Pastoral Mentors	Up to 5 days at any one time.	Failure to attend a school 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. Using a phone in school and refusing to hand over. Taking a picture or filming a member of staff. Trolling making unfriendly comments. Stealing. Theft. Refusal to remove inappropriate items of clothing.. Inciting violence. Verbal abuse of staff. Bringing the school into disrepute. Verbal abuse. Any 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.

C6	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.	All the above reasons but depending on the severity it could include; theft, assault, persistent bullying, violence (eg fighting or assault), bringing alcohol into school/intoxicated at school, refusal to follow school sanctions, swearing/abusive language at staff. False or malicious allegations made towards a member of staff or student. Photographing/filming members of staff/students including upskirting. Refusal to go to reflection. Breaking reflection rules. Possession of a weapon.	Letter sent home to parents /carers and phone call home.
C7	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.

Sanctions

Chewing	C1
Energy drinks	C1 These are illegal for children under the age of 16. Bishops will confiscate these and dispose of them if they are opened. If they are unopened parents/carers can collect them.
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	C5 or 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

Protocol for inappropriate behaviour

All staff will have access to behaviour points. There will be a live view for the Form Tutor and Mentors.

Mentors will follow up with behaviours on a daily basis.

Weekly report showing behaviour points shared with Mentors and Form tutors.

Stage	Behaviour points	Consequence
Warning	3	Warning email to parents/carers and students spoken to by mentor
1	5	1:1 session with mentor resulting in contact made with parents by the mentor
2	15	1:1 session with mentor. Conversation with home. Behaviour plan put in place and shared with family
3	25	Meeting with mentor and Head of House to review Behaviour plan and actions, referrals to outside agencies considered and counselling if appropriate
4	35	Meeting with mentor and member of SLT, Pastoral support plan considered, Early Help Assessment considered
5	45	Meeting with mentor and SLT and a period of reflection in place as an alternative to suspension, Pastoral Support Plan revised
6	60	Suspension is most likely the outcome for persistent disruptive behaviour

Procedure for Lateness Sanctions

Stage	Number of lates	Sanction	Actions
Warning	3	Warning email	Email sent to Parent/Carer/Student to warn them they are two lates from receiving a sanction
1	5	C2	Breaktime detention issued
2	10	C2 + Form tutor to email home and monitor weekly lateness	Breaktime detention issued, form tutor to make contact with home and monitor lateness during form time

3	15	C3 + HoH call home and placed on late report to HoH	Social exclusion issued for five days and student expected to attend break detention in room 51 Head of House will call home and monitor lateness. Student services will issue a slip in the morning to the students explaining where to attend
4	20	C4 issued and HoH in person meeting with parents	One hour detention issued, and parents/carers invited in to discuss lateness
5	25	SLT meeting with parents/carers + 1 day in reflection	HoH contact Pastoral mentor to explain that a students needs to be placed in reflection, they will organise a meeting for HoH and SLT with the parents/carers
6	30	Suspension	HoH will contact a member of SLT and discuss whether a suspension is appropriate for persistent disruption and if agreed they will contact home to explain the day for the detention

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

Procedure for Mobile Phones, Smart Watches, headphones or internet enabled devices

Any member of staff can confiscate a student's mobile phone, smart watch or internet enabled device if it is seen. Staff will hand the device into student services, it will then be locked in a safe.

Students can collect their device at the end of the same school day from student services.

Failure to hand in a device once it has been seen will mean the student will be taken to reflection for not following school rules and normal school sanctions will apply.

Smart watches are to only be used for checking the time. Should a member of staff see or suspect that they have been used for any other reason the normal confiscation protocol will apply. Should other internet enabled devices be brought into school they should not be used under an circumstances and will be confiscated as per policy. All smart watches are banned from exam rooms under JCQ regulations.

Start of Day

Students will not be allowed to use their phones, smart watch or internet enabled device when they come into the school building crossing the threshold of the front blue gates either side of the main building. This includes the outside areas not in the school building. Phones should be switched off, inside bags and out of sight. Smart watches should be configured to a school mode where time can only be accessed. Students outside of the school building need to switch phones or devices off and put them away at 08:45, when the movement bell rings. At this time any students not already in the building should be moving into the school building and making their way to AM registration. At 8.45 the movement bell to get to registration goes. At this point phones or devices outside the school building are expected to be off and away because students should be moving to lesson.

End of Day

At the end of the school day students are allowed to turn on their phones, smart watch or internet enabled device until after they have left the front of the main school building or the threshold of the blue gates either side of the main building. Students are encouraged to wait until they leave the school site via the entrance and exit gates. Students attending extra-curricular clubs are not permitted to use their phones and will have to wait until they leave the school building and thresholds as described above.

In emergency situations staff will supervise contact with parents and carers.

Number of confiscations	Sanction	Actions
1	X2 60 minute after school detentions on consecutive days	Email sent to Parent/Carer/Student
2	One week of social exclusion at breaktime plus a 60 minute detention	Breaktime detention issued, pastoral mentor to make contact with home and organise a parent meeting with them.

3	Reflection one day	Email sent to Parent/Carer/Student. Pastoral mentor to meet with the family alongside Head of House. Consider: family keeping the phone at home or handed in at the start of each day for several school days.
4	Reflection three days	Email sent to Parent/Carer/Student. Pastoral mentor to meet with the family alongside a member of SLT. Phone must be handed in to student services at the start of each day for 10 consecutive school days.
5	Suspension considered	Pastoral mentor will contact home to explain the length of suspension.

