



The school's vision

Jesus said: "I have come that they may have life, life in all its fullness." This serves as the cornerstone of our school community. By fostering a culture of positive learning experiences rooted in core Christian values, we aim to equip our students for a life of resilience, fulfilment, and meaningful contribution to society.

This policy supports our school vision and ethos.

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1. 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 at 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.

2. 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 other 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.

3. 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

4. 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.

5. 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

6. Student responsibilities

6.1 In lessons

It is the responsibility of all students to

- arrive at 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 lessons 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

6.2 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
- arrive at school and lessons before the start of the lesson
 - there will be movements bells at 10.20, 11.20, 12.20 and 1.50 to support students arriving on time

that are on break

- Students who cycle to school are expected to wear a helmet and walk their bike inside the school grounds

7. 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.

At Bishop's we aim to praise students every lesson for doing the right thing all the time

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. Please refer to the appendix for more information.

R1 – positive behaviour card mark

R2 – postcard or reward

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)

R7 – Prefects roles

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)

C2 – Lateness detention (breaktime)

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 at school no later than 8.45 to be ready for lessons to begin at 8.50. Students are expected to arrive at 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.

8. 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.

9. 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.

10. 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).

11. Detention

Students will be escorted to detention by their period five member of staff. Students who choose not to 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 there in good time.

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

12. 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
- 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/baguette 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

Expectations for work whilst in reflection

Key stage three (year 7, 8 and 9):

- 1) Classwork set by the teacher
- 2) Homework outstanding
- 3) SPARX
- 4) Literacy CGP book work
- 5) Bookwork set by the mentor in reflection
- 6) Individual reading
- 7) Oak Academy work as directed by the mentor in reflection

Key stage four (year 10 and 11):

- 1) Classwork set by the teacher
- 2) NEA work
- 3) Work provided on teams by your teacher
- 4) SPARX
- 5) Producing revision mind maps for your subjects
- 6) Book work set by the mentor in reflection
- 7) Outstanding homework

13. 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.

14. 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.

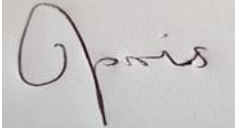
15. Permanent Exclusion

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 25th of September 2025



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Mr D Morris
Chair of Governors

Appendix One – Basic Expectations

General 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.
- Jumper - Navy blue
 - A navy-blue v neck jumper may be worn under a blazer, the jumper must **not** have buttons or emblems of any type.
 - Jumpers are **an optional** item and are not a replacement for the blazer.
- Tie – only one shirt button should be seen **below the tie**. This creates a consistent and appropriate length.
- Shoes - Black (no colour visible on the outside including the sole), smart, safe and sensible (with a heel **not** exceeding 2 inches).
 - Shoes should be polishable
 - Trainers and canvas shoes **are not** allowed.
 - There should be no sports brands identified on the outside of the shoe.
 - Boots are not acceptable.
- Shirt - Pale blue
 - Tucked in all the way round on the waist
 - Top buttons are to be **used at all times**, so please make sure that the neck size is appropriate.
 - The shirt can be long or short sleeved in length.
 - No brands or logos are permitted
 - Shirts are not permitted to be button down collar
- Skirt - Regulation tartan school skirt
 - All skirts have a minimum length of 20", in exceptional circumstances **only the school will** authorise, and sell, an 18" skirt – alternatives are **not** acceptable
 - Skirts must not be rolled up.
 - The bottom (hem) of the skirt must be as close to the top of the knee as possible.
 - Adjustments to the length of the skirt **are not** permitted
- Trousers - Black straight cut.
 - Casual or drainpipe-style trousers **are not** acceptable this includes jeans, cords, and denims
- Socks - black socks (ankle or knee length).
 - **No coloured** patterns and motif/logos visible when shoes are worn.
- Tights must be plain black and they must have no rips or holes.
 - Plain black socks **may be worn underneath** the tights.
- 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 are **not permitted** to be worn on the school site.
- Tailored unisex shorts are also available from the school shop which have the school initials.
 - **No other** designs **are** 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, 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** obvious 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.
- Any student wishing to wear headwear for religious reasons must ensure that it is navy. No other colours are acceptable.

Jewellery

- One small pair of gold or silver stud earrings can be worn in the lower lobe of either ear, but **no more** than **one** earring in an ear.
 - Hoops style earrings are not acceptable
 - Studs must not have patterns, colours or designs
- Rings, bracelets and necklaces **are not** allowed.
- Facial or body piercings **are not** allowed.
 - Any other forms of **jewellery** must not be worn.
- **Only** badges and flashes provided by the school can be worn on the blazer, with the exception of poppies for Remembrance.

Make-Up and Cosmetics

- Staff should not be able to see the use of make-up. If make-up can be seen it means it is **not discreet** enough **for** our school environment.
- Nails should be natural in colour with no nail varnish.
- False nails or acrylics **are not** allowed, there are no exceptions to this.
- False eyelashes/extensions/eye liner **are not** allowed.

Should a student arrive at school incorrectly dressed every effort will be made to solve the issue, failure to accept the support may result in normal school sanctions being applied.

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 40-minute detention

The School'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.

The Bishop of Hereford's Bluecoat School is a mobile phone-free environment for students by default, their general use is prohibited.

Any member of staff can confiscate a student's mobile phone if it is seen or heard. 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	Action	House Point Value	Criteria and examples of behaviour to warrant reward
<p>At Bishops we aim to praise students during every part of the day for doing the right thing all the time We will use verbal praise, for example;</p> <ul style="list-style-type: none"> • Well done • Great work today • Excellent effort • Thank you for your help • That is really kind of you 						
R1 – out of classroom	Positive behaviour mark	All staff	Daily	Mark on behaviour card <ul style="list-style-type: none"> • Record on behaviour card 	0	Act of kindness Picking up litter Perfect uniform Good manners
R2 – Academic and Social	Email to parents and carers which is also recorded in SIMS and the parent app	All staff	Daily	House Point recorded in SIMS for exceeding expectations in the classroom or completed homework <ul style="list-style-type: none"> • All staff record on SIMS and record to the point of sending an email home. Form tutors will issue when 5 good marks on a behaviour card <ul style="list-style-type: none"> • This will be checked weekly in form 	1	Good classwork Good homework Politeness Persistently good uniform Consideration for others Helping a member of staff/student Reading aloud Being equipped each lesson No marks on a behaviour card

R3 Academic and Social	Email/letter or phone call home	All staff	Weekly	<p>For behaviour and work that is exceptional and exceeding the level of an R2. Staff will log an R3 worth two reward points</p> <ul style="list-style-type: none"> All staff record on SIMS and record to the point of sending an email home. 	2	<p>All the above criteria for a R2 but exceeding what is considered to be good</p> <p>Excellent work in a subject or in form or an excellent example set in and around school.</p> <p>This can be also be for a one off incident</p> <p>This is based on the staff members professional opinion</p>
R4 – sustained effort over time	Year Group or House award	All staff	Half termly	<p>Email sent home from a subject area, support staff, HOH, form tutor and SLT.</p> <ul style="list-style-type: none"> The email/postcard will be individually designed stating that the student has done some excellent work or demonstrated positive social values around school. <p>Attendance awards & Bishops Award (Stage One)</p> <ul style="list-style-type: none"> 100% each half term Most improved each half term HoH supply student services with a list who will then log in SIMS which sends an email to parents/carers 	5	<p>Repeated excellent classwork or homework</p> <p>Helping staff during a House event</p> <p>Contribution to the wider community.</p> <p>100% attendance in a half term</p> <p>10% of significantly improved attendance from the previous half term.</p> <p>Email/letter from the Head of House to highlight excellent attitude in the school environment.</p> <p>Students who are nominated and mentioned in staff briefing.</p> <p>Students have zero behaviour points in a half term.</p> <p>Students taking school tours or supporting school events</p>
R5	<p>KS3 celebration evening</p> <p>Presentation evening KS4</p> <p>School flashes or badge and ties</p> <p>Reward trips/activities</p>	CTL HOH SLT	Yearly	<p>CTL/HOH/SLT/LM pass the list onto student services who log on SIMS. Rewards handed out during House assemblies. These can include:</p> <ul style="list-style-type: none"> Subject badge Subject ties Form badge House tie House flash External ties 	10	<p>Outstanding performance both inside and outside of school</p> <p>Exceptional act of kindness or contribution to charity</p> <p>Consistent attendance to school clubs</p> <p>Subject award Service before self</p> <p>Contribution to school life Contribution to the community Significant help to other students Duke of Edinburgh completion Subject flash</p>

				HoH supply student services with a list of who has achieved stage two of the Bishops Award. They will who then log in SIMS which sends an email to parents/carers		The awarding of ties are based on the following criteria: PE: see appendix for sports awards criteria Maths: students that are awarded a Gold certificate in the Intermediate Maths challenge or for being chosen to represent school in a Maths event. Music: ties are awarded to the two music captains each year.
R6	Rewards trips and events Headteacher award Junior Prefect	HoH/SLT	Yearly	HoH to identify winners from data provided and student services will log this on SIMS 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. <ul style="list-style-type: none"> • Celebrations in House assemblies • Celebration with the Headteacher Bishops Award (Stage Three) Attendance certificates <ul style="list-style-type: none"> • 100% each year 	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
R7	Form prefects House prefects Head Prefects	HoH/SLT/Headteacher	Yearly	HoH will select the prefects and nominate anyone with five years 100% attendance	25	Exceptional performance academically. Exceptional contribution to the community. Exceptional attendance

Criteria for achieving the Bishops Award

Stage One

	Criteria
Charity work / service to the community	Things like: <ul style="list-style-type: none">• Getting involved with a charity fundraising event at school, or in the wider community• Autumn Fayre• Bake sale• Bag packs• Representing the school at Open evening
Resilience through physical challenge	Things like: <ul style="list-style-type: none">• Sports day• House match participation• Mud run• Cross country / 5km run• An overnight trip• Walking up a mountain
Extra-curricular engagement	A term's participation in an extra-curricular activity
Team work	Things like: <ul style="list-style-type: none">• Form assembly• House matches• Sports day teams• School matches
Supporting the school ethos	Things like: <ul style="list-style-type: none">• Organising form worship• Taking part in an assembly

House points	100 achieved
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Stage Two

	Criteria
Charity work / service to the community x 3	Things like: <ul style="list-style-type: none"> • Getting involved with a charity fundraising event at school, or in the wider community • Autumn Fayre • Bake sale • Bag packs • Representing the school at Open evening
Resilience through physical challenge x 3	Things like: <ul style="list-style-type: none"> • Sports day • House match participation • Mud run • Cross country / 5km run • An overnight trip • Walking up a mountain
Extra-curricular engagement	2 terms participation in an extra-curricular activity
Team work x 3	Things like: <ul style="list-style-type: none"> • Form assembly • House matches • Sports day teams • School matches

Supporting the school ethos x 3	Things like: <ul style="list-style-type: none"> • Organising form worship • Taking part in an assembly
House points	150 achieved

Stage Three

Stage 3: Duke of Edinburgh Award Bronze

<https://www.dofe.org/do/what/>

There are four sections to complete at Bronze. They involve helping the community/environment, becoming fitter, developing new skills, planning, training for and completing an expedition. The expedition will be completed in Year 10.

It will usually take you at least 6 months to complete your Bronze programme.

- Volunteering section: 3 months
- Physical section: 3 months
- Skills section: 3 months
- Expedition section: 2 days/1 night

You also have to spend an extra three months on one of the Volunteering, Physical or Skills sections. It's your choice which one and, though you can change your mind later, you should decide which section you want to do for longer at the beginning. Knowing how long you're going to do it for will help you to choose your activity and set your goals for each section.

	Criteria
Volunteering	Things like: <ul style="list-style-type: none"> • Helping with the gardening at St Paul's church for a term • Visiting an old people's home and helping out for 3 months • Helping at a scout troop for 3 months • Coaching junior level football for 3 months
Physical section	Things like: <ul style="list-style-type: none"> • Developing your skills in a sport of your choice • Learning a new sport and showing development • Gaining awards / certificates in your sport showing progression **This is a good one to do over the extra 3 months to help with real progression
Skills section	Things like: <ul style="list-style-type: none"> • Learning to cook • Couch to 5K • Learning to knit / sew • Learning how to strip down and put a bike back together

BHBS Sports Award Criteria

The PE Department recognises the time and dedication students put into school and community sport, and we strive to celebrate this wherever possible. As a result, we implement the following awards system:

Flash Award

Awarded for:

- Regular attendance at a school sports club.
- Consistent effort, commitment, and good behaviour during school sport.

BHBS Prestige Tie

Awarded to students who receive a prestige award at our annual Sports Awards Evening. These include:

- Sports Performer (x2)
- Sports Leader
- Outstanding Commitment
- Sports Personality of the Year

National Tie

Awarded to students who represent their country in their age group at an international fixture or tournament (e.g. England, Wales, Scotland, GB). These are presented during the annual BHBS Sports Awards.

Note: It is the student's responsibility to collate evidence for Full Colours Ties. Suitable evidence includes:

- Letters from coaches
- Social media posts
- Rankings or official listings
- Photos

All evidence should be sent to: sportsawards@bhbs.hereford.sch.uk

Important Notice

The PE Department reserves the right to withdraw sporting awards on a temporary or permanent basis due to:

- Ill-discipline
- Lack of commitment

All sporting awards are given at the discretion of the PE Department.

Additional Awards (Presented at the KS4 Awards Evening):

- Welbeck Award
- Tina Rogers Award
- John Escott Award



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 e.g. 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	Letter sent home to parents/carers or phone call home. Student will be placed on a level three report.

				instructions. A breach of exam rules/protocols.	
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 (e.g. 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.	Letter sent home to parents/carers and phone call home.

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 Misbehaviour at break or lunch	C1 – C5 following teacher strategies
Homework	C1 for failing to complete homework Staff will give the students the opportunity to resubmitted the work, failure to do so will result in a C2.
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
Mobile phones	Please see appendix for mobile phone sanctions. Starting point is 2 x one hour detentions
Smoking/vaping (inc e-cigarettes), truancy, internet issues, recording using a mobile device, any form	For smoking/vaping the standard sanction will be a week of social exclusion Sanction will be decided by the Pastoral 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

of bullying, theft	
Swearing at staff	C5 or C6
Drugs, alcohol, weapons,	C7 possible permanent exclusion

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	10	1:1 session with mentor resulting in contact made with parents/carers by the mentor to warn that behaviour needs to be modified.
1	20	Warning email to parents/carers explaining that behaviour has not changed and explanation of the next steps. 1:1 mentor meeting.
2	40	1:1 session with mentor. Phone conversation with parents/carers. Offer of a meeting. Behaviour plan put in place and shared with family
3	50	Parent/carer and student meeting with mentor and Head of House to review Behaviour plan and actions, referrals to outside agencies considered and counselling if appropriate
4	70	Meeting organised with student, parents/carers, mentor and member of SLT, Pastoral support plan considered, Early Help Assessment considered
5	80	Meeting with mentor and SLT and a period of reflection in place as an alternative to suspension, Pastoral Support Plan revised
6	90	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 student 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 Homework

If homework has not been completed a C1 sanction will be set in SIMS, with the aim of the student getting the work completed by the next lesson or revised deadline. Work should be brought in during the next lesson or by the revised deadline. If work is still not brought in a C2 sanction is issued, and a detention will be issued after school. A teacher may choose to collect the student from detention, take them to their classroom, and assist them in completing the work; if not, the student will sit in silence in the detention room.

Stage	Number of homework's missed (subject to change)	Actions
1	20	HoH contacts home to express concern over missed homework

2	30	HoH meets with the student, contacts home and monitors regularly via the form tutor. Consideration will be given to patterns of missed homework and support sourced from relevant CTL.
3	40	HoH contacts home to explain that the next level will result in a parent/carer meeting with school and an action plan put in place.
4	50	HoH in person meeting with parents to develop an action plan
5	60	SLT meeting with parents to discuss repeated failure to complete homework.
6	70	Meeting with parents and Headteacher/Deputy Head and a suspension considered

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

The Bishop of Hereford's Bluecoat School is a mobile phone-free environment for students by default, their general use is prohibited.

Any member of staff can confiscate a student's mobile phone, smart watch or internet-enabled device if it is seen or heard. 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.

Appendix 6

BHBS Restrictive Intervention 2025 - 2026

Rationale

- This policy appendix is based on guidance from the Department for Education. It is intended to provide clarification on the use of force to help school staff feel more confident about using this power when they feel it is necessary and to make clear the responsibilities of school leaders and governing bodies in respect of this power.
- This advice replaces "The use of force to control and restrain students – Guidance for schools in England".

This policy appendix will be reviewed each year to reflect updated government guidance and the developing needs and profile of the school.

Key Points

- School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.

Terminology used:

- **Restrictive intervention:** a means to prevent, restrict, or subdue movement of the body, or part of the body, of a student. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain students in different ways.
- **Reasonable force:** a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances.⁴ Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.
- **Significant incident:** any incident where the use of force goes beyond appropriate physical contact between students and staff as described in 'Other physical contact with students' within this document. This includes when physical force is used to implement a non-physical restrictive intervention.
- **Seclusion:** a non-disciplinary intervention involving keeping a student confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.
- **Restraint:** a term used in legislation referring to a non-disciplinary intervention which immobilises a student or limits their movement. This may or may not include direct physical contact.

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions that may be used by school staff at some point in their career that involve a degree of physical contact with students.
- Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.
- Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, including but not exclusive of for example when two students are fighting and refuse to separate without physical intervention or a learner is actively damaging property.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Intervention is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to prevent or stop a student from:

- causing injury to themselves or others
- committing a criminal offence
- damaging property
- causing disorder among students at the school, whether during a teaching session or otherwise

Unacceptable use of restrictive interventions:

- Use force as a punishment – it is always unlawful to use force as a punishment.

BHBS will:

- Only ever use reasonable force as a last resort. Every effort will be made to de-escalate any situation that could lead to physical intervention.

Using reasonable force to search students

- The headteacher and any member of staff authorised by the headteacher have a statutory power to search a student or their belongings if they have reasonable grounds to suspect that the student may have a prohibited item (as listed in the DfE's searching, screening and confiscation guidance) or an item banned under our school rules.
- They can use reasonable force to search for prohibited items (as listed in the DfE's searching, screening and confiscation guidance), such as knives, weapons, stolen items or illegal drugs.
- The decision to use reasonable force to carry out a search should be made carefully, on a case-by-case basis and taking into consideration the level of risk to students and staff.

A panel of experts identified that certain restraint techniques presented an unacceptable risk when used on children and young people. The techniques in question are:

- the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing.
- the 'double basket-hold' which involves holding a person's arms across their chest.
- the 'nose distraction technique' which involves a sharp upward jab under the nose.

Seclusion

Seclusion is a non-disciplinary intervention involving keeping a student confined to a place away from others and prevented from leaving – it should only be used as a safety measure to protect others from harm when a student is experiencing high levels of emotional or behavioural dysregulation. We only use seclusion as a safety measure when a student is experiencing high levels of emotional or behavioural dysregulation. Seclusion is not used as a threat or punishment. Seclusion is not a disciplinary response to deliberate or wilful misbehaviour.

Staff training

- Our school will make sure that all staff who are likely to need to use reasonable force and/or other restrictive interventions are adequately trained in their safe and lawful use and in preventative strategies.
- We also have a duty to ensure the health, safety and welfare of our staff. Therefore, we carry out risk assessments to ensure that staff who regularly work alongside students where the use of reasonable force and/or other restrictive interventions may be required can do so as safely as possible.

Telling parents and carers when restrictive interventions has been used on their child

- We will inform parents/carers about an incident as soon as we can after it happens and will endeavour to do this on the same day. We will do this even if the use of restrictive interventions is agreed as part of a student's support plan.
- If a member of staff thinks that telling the student's parents/carers would likely result in significant harm to that student. In these cases, we will report the incident to any parent(s)/carer(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority where the student ordinarily resides
- When we report significant incidents involving force to parents/carers, we will include the following details:
 - The time, date, location and approximate duration of the intervention
 - A brief explanation of why the intervention was assessed as necessary in that situation
 - A short description of the type and degree of force that was used
 - Details of any physical injuries sustained, if applicable
- When reporting to parents/carers, we will have regard to data protection requirements when deciding what information to share. For example, we will not include any identifying details of any other student.

At BHBS

- Records are kept on of any Restrictive Interventions
- A debrief is conducted with child and family
- A debrief is conducted with staff with subsequent planning and updates planned for, if appropriate.

In deciding what is a serious incident, teachers should use their professional judgment and also consider the following:

- The student's behaviour and level of risk presented at the time of the incident
- The degree of force used
- The effect on the student or member of staff
- The student's age

What happens if a student complains when a restrictive Intervention is used on them?

- Any complaints about the use of restrictive interventions will be handled through our school's complaints policy, which can be found on the BHBS website.
- We take any allegation of inappropriate use of force and/or other restrictive interventions made against a member of staff very seriously. We will deal with allegations in line with the statutory safeguarding guidance Keeping Children Safe in Education.

What about other physical contact with students?

There are circumstances when it is appropriate for staff to have some physical contact with students which does not give rise to any question over the use of reasonable force and other restrictive interventions. This will depend on the circumstance, but examples of

occasions when physical contact is generally appropriate include:

- to give first aid
- to guide or escort students, such as holding the hand of a student at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a student to a space they have chosen to access to self-regulate
- to comfort a distressed student
- to congratulate or praise a student, for example a pat on the back or a handshake
- to demonstrate how to use a musical instrument
- to demonstrate exercises or techniques during PE lessons or sports coaching

In assessing whether physical contact is appropriate in a given situation, the member of staff should use their judgement and have regard to:

- the school's child protection (or any other relevant) policy
- the applicable circumstances, such as whether there are other adults present
- the individual student's age
- any other material factors, including but not limited to whether:
 - the student has SEND or other vulnerabilities
 - any alternative strategies that do not include physical contact can be used

Family, Student and Staff understanding of Restrictive Intervention in Schools.

- Restrictive Intervention is an emotive and divisive subject for many philosophical and personal reasons. Within the area of Special Educational Needs and particularly in the management of young people who may present significantly challenging behaviours, it is however, an issue that presents itself with more frequency than in some other areas of education. It is therefore essential that, to prevent a misunderstanding of motive, justification, application or recording, all parties are consistently and fully informed of and understand the appendix.
- There are processes that will support a full understanding. These processes begin before a student enters the school, to the point where restrictive intervention may have been used, and beyond when the student is re-entering the learning environment.

Recording a Restrictive Intervention

The recording of a restrictive intervention should be standardised to support accuracy and availability of information. The following steps should be applied in all cases:

- All records of restrictive intervention should be completed on the restrictive intervention form and sent to the DSL who will record on MyConcern.

- The member of staff who initiated the intervention is the person who does the documentation/ report/write up of the incident. Details and witness statements can be contributed to the initial report if required.
- The report must be completed before the end of the working day, and ideally before a member of staff leaves the school site. This ensures that should the report be needed for safeguarding purposes, it is immediately available, communicating transparency of process and good practice.
- Before a student leaves the school site, following a restrictive intervention, clarity should be sought, and a record made of
 - Any specific aspect of the restrictive intervention that the student is not happy with or wishes to make a complaint about
 - Any marks that have been caused by the restrictive intervention or that were present before the intervention, which may be confused with those potentially gained in the incident.
 - Whether a medical check has been offered, done or is required
 - Whether a student refused to cooperate with the acquisition of this information
- On gaining this information, it should be shared with the DSL/Headteacher and then relayed to parents/carers. The relaying of this information should be documented.
- On all occasions parents/carers should be notified if their child has had restrictive intervention. This should, on all occasions, take place on the day that the restrictive intervention took place, and at the earliest appropriate opportunity.
- If a child is in the care of the Local Authority (LAC/CiC) their Social Worker should be notified, on all occasions, on the day of the incident. This communication should be documented and supported in an email.
- When the student is in a conducive frame of mind, they should be given the opportunity to be debriefed as to the reasons for the intervention, and to develop strategies or contribute to a plan that will reduce the likelihood of a re-occurrence.
- The student, when in a conducive frame of mind, should be given the opportunity to read the report, or have it read to them, so they can make comment on its content and accuracy.
- Signatures, confirming the content of the report, should be sought from:
 - all staff who are named in the report
 - the student involved
 - parent/carer following debrief
 - the Headteacher or member of SLT
 - Social Worker if appropriate (LAC/CiC)
- The report will contain the following details.
 - time, date, location and approximate duration of the intervention
 - brief account of why the intervention was assessed as necessary in that instance
 - brief account of what type of force was applied, and the degree of force
 - details of any physical injuries sustained, if applicable
- Completed reports, that have been signed and annotated after a debrief should be scanned and saved as a PDF. This allows BHBS will securely log and save learner and parent/carer agreement of any intervention and outcomes discussed within the recording section of MyConcern.

- Reports related to past students should be archived confidentially.
- A staff debrief should be offered by the DSL.
- Staff should have access to support, supervision & Occupational Health support where appropriate. Deputy Headteachers, in consultation with the Headteacher, or the Headteacher will coordinate support.

Monitoring and Review

- The Senior Leadership Team should have 'Restrictive Intervention' as a standing agenda item at each weekly business meeting.
- Multiple incidents of Restrictive Intervention, for an individual student, will trigger a review by the DSL to formulate a plan to minimise any further incidents.
- Multiple incidents of Restrictive Intervention, for an individual student, should, if appropriate, trigger multi-agency planning in order to construct an agreed approach to student management.
- Any incident requiring a significant Restrictive Intervention will require a review with the family before the student rejoins the Bishop's community.
- Governors are to have breakdown of Restrictive Intervention for each term.
- The Safeguarding Governor should, each term, audit guidance and practice regarding the application of Restrictive Intervention.