



The Bishop of Hereford's Bluecoat School

Rewards & Behaviour Policy

SLT Lead: P Gibbins

Reviewed by SLT: July 2026

Governor Committee Approval: Full

Review Date: July 2027

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. Purpose

The central principle of our rewards & behaviour policy is that we should all treat each other as we ourselves would wish to be treated. We actively encourage students to show good manners and respect for all, making sure our words and actions do not cause inconvenience or offence to anyone.

At The Bishop of Hereford's Bluecoat School we strive to provide the highest quality education, maintaining a disciplined, caring environment in which teachers can teach and students can learn. Our behaviour policy rests on a set of shared values:

- The right of all members of the School and wider community to be treated with dignity and respect
- The right of all members of the School and wider community to work in a clean, well-resourced, and well-cared for physical environment
- The right of all members of the School and wider community to be always safe and secure from any threat to their personal well-being

In order to safeguard their own rights and the rights of others, it is necessary for all members of the School community to accept responsibility for their actions and stand by a "No-Excuses Culture".

2. Code of Behaviour/Conduct

Bishop's behaviour policy sets out and clarifies the responsibilities within our school. All staff receive training with regards to behaviour systems and policy. On induction (including mid-year admissions) and throughout their time at the School, students receive clear instruction with regards to expectations, behaviour systems, rules and routines.

The policy relates specifically to the following areas of School life and student behaviour in the wider community:

- Respect for others through good manners, acceptance of differences, and the ability to work cooperatively with and alongside other students and staff and in the local community
- Respect for property, the School and the wider community, through care for the environment, personal possessions and School equipment
- Honesty and fairness in relationships with students and staff, and contributions to the community
- Student's responsibility for their own learning, progress and behaviour
- Excellent attendance and punctuality
- Pride in appearance and personal hygiene
- Compliance with School in terms of uniform, appearance and expectations
- Good personal organisation
- Effort and commitment towards academic achievement, and constructive participation in all aspects of School life
- Effort and commitment towards the development of positive social and working relationships with staff and students in School, and in the community

BHBS School Behaviour Policy aims to:

- Promote self-discipline and proper regard for authority; encourage good behaviour and respect for others
- Help students develop confidence in their skills and abilities; foster in students the organisational skills they will need in order to apply their abilities effectively in support their lifelong learning
- Encourage students to work hard, show effort and persistence with work which is difficult
- Develop students social and interpersonal skills, and enable them to get along well with their peers and with adults
- Safeguard each student's happiness and emotional and physical well-being, and ensure the highest standards of personal achievement for all

Students may be disciplined for any misbehaviour where they are:

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

Misbehaviour at any time, whether or not the conditions above apply that:

- Could have repercussions for the orderly running of the School
- Poses a threat to another student or member of the public
- Could adversely affect the reputation of this School

3. Expectations

To support the positive conduct of behaviour in and around the School we have set out some key expectations for students and staff.

Classroom Expectations for Students:

- We enter our lessons calmly and on time, ready to learn.
- We do as we are asked first time.
- We try our best at all times.
- We are polite and considerate to all; we respect each other.

Outside the Classroom Expectations for Students:

- We represent the School and behave accordingly.
- We respect the School environment.
- We move around the School with consideration for the safety of others.
- We are polite and considerate to everyone.
- We drink and eat only in designed areas.

Examples of these expectations are as follows:

- Arrive at School and at lessons on time;
- Enter the classrooms quietly;
- Wear full School uniform correctly, including on the way to and from the School;
- Sit where you are told to sit by the teacher or any other member of the School staff;

- Have all equipment and books required for lessons;
- Follow classroom routines and procedures and not disrupt the learning of other students;
- Follow instructions given by staff and other adults at first time of asking;
- Listen attentively to the teacher who will explain the lesson, what you are going to do, why and how;
- Put up your hand to indicate you wish to speak unless directed otherwise;
- Use appropriate language;
- Listen and value others' ideas, contributions and work co-operatively;
- Care for the classroom and resources, respecting others' property;
- Lead by example, being a good role model for younger students in the School;
- Accept responsibility for your behaviour and our "No Excuses Culture";
- Be considerate of the needs of all the other people in the classroom.
- Use ICT in accordance with the School policy;
- Be responsible when using online technologies and do not compromise the professional integrity of staff or other adults in the School community;
- Be an upstander - report to a teacher or other adult any child-on-child abuse behaviour by others including child-on-child abuse with the use of technology (cyber abuse);
- Behave appropriately when outside the School;
- Be an ambassador for the School.

Staff have a responsibility to model appropriate behaviour and attitudes. They can support effective learning in the classroom in the following ways:

- Expect the class to arrive on time and with correct equipment.
- Be positive; welcoming.
- Respond to behaviour incidents in a way that is consistent, proportionate and fair
- Be clear about being ready to learn i.e. seating organisation, planners and equipment on desks, coats on chairs.
- Have a seating plan for every class. Teachers need to decide where students sit, to ensure maximum learning and minimum distraction.
- Teachers should take the register as close to the start of the lesson as possible and insist on silence whilst this is done.
- Teachers need to insist students work in a way that does not disturb others
- Teachers will use cold calling to monitor progress
- Students should stay in their seats unless the task they are working on requires movement.
- At the end of lessons, teachers should ask their class to pack away, stand behind chairs, dismiss them in an orderly fashion and supervise the movement into the corridor and around their classroom.

Staff in Bishop's are expected to follow the behaviour policy and seek advice from Senior Leaders should they need any support or guidance.

4. Student Behaviour Interventions

To ensure every student receives the right level of support at the right time, our school utilises a structured, three-tiered 'waves of intervention' framework designed to proactively teach, reinforce, support, and restore positive behaviour.

Wave 1	Wave 2	Wave 3
Wave 1 represents high-quality, inclusive classroom teaching tailored to all students. This includes differentiation, adaptive practices, targeted questioning, and visual scaffolding so that the majority of learners succeed without additional support	Wave 2 is a specific, additional and time-limited intervention provided for some students who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of students with similar needs.	Wave 3 is targeted provision for a minority of students where it is necessary to provide highly tailored intervention to accelerate progress or enable students to achieve their potential. This may include one to one or specialist interventions.

Waves of intervention provide a graduated framework of support, ensuring students receive increasingly targeted and intensive provision, alongside high-quality classroom teaching, to meet their individual learning needs and improve outcomes.

Bishop's will also employ a variety of outside agencies wherever possible to help support students if it is required and is appropriate.

5. Students with Special Educational Needs and/or Disabilities (SEND)

Schools with good behaviour cultures will create calm environments which will benefit students with SEND, enabling them to learn. Bishop's is fully aware of their legal duties with regards to student's with SEND needs.

In applying the behaviour policy, staff will consider if a student's SEND need was a contributing factor to their behaviour although it does not follow that every incident of misbehaviour will be connected to a student's SEND need. These reasonable adjustments will be made by the Headteacher, Deputy Headteacher (Pastoral) and SENCo. These decisions are final.

6. Rewarding Positive Behaviour

Here at Bishop's School, we believe that the most effective approach to creating a positive ethos is to treat students positively, by praising them, offering them encouragement and acknowledging their achievements. The School aims to develop a culture of respect, both personal and to others. Through this we expect students to aspire to their personal best in all aspects of their School career.

Bishop's will ensure students know that their effort, achievement and good behaviour are recognised and valued by means of a range of rewards, and acknowledgement of good behaviour and work.

As part of our reward system, effort, achievement and good behaviour at Bishop's students are recognised by a variety of means, including the following:

- Positive praise – in lessons and in the School and wider community for positive contributions and academic progress
- Positive messages and emails – sent home to recognise continual achievements or individual outstanding pieces of work and to allow work to be celebrated with parents/carers
- Positions of responsibility – within School for students who show themselves to be positive role models. For example Prefects and Junior Prefects.
- Praise Certificates and Praise events – awarded for academic achievement and attendance in line with our rewards system (see reward system)
- Year 11 Prom – where invitation to attend is based on good behaviour, attendance to School and positive progress made in lessons
- Faculty trips and offsite visits – across the School year in support of curriculum learning.

7. Sanctions

BHBS will use a range of sanctions in response to misbehaviour and encourage good behaviour.

These may include:

- Verbal reprimand and reminder of the expectations of behaviour
- Loss of privileges
- Detention (see sanction chart)
- School based community service
- Regular reporting for behaviour monitoring including early morning reporting; scheduled uniform checks
- Internal removal from classrooms (reflection)
- Suspension
- Permanent exclusion

Staff will determine the appropriate sanction to be given.

This list is not exhaustive and final decision rests with the Headteacher

Detentions

Bishop's operates a detention system as outlined in the appendices.

Parents/Carers and student will be notified by email and notifications can be seen in the parent and student app. Attendance to detentions will be monitored.

Notification will be sent to Parents/Carers if a detention has not been attended. The detention will be reset for the next school day and may escalate if this persists.

Reflection (Isolations), Suspensions and Permanent Exclusions

- Bishop's School follows the DfE guidance on suspensions and permanent exclusion
- [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

The Headteacher alone has the right to suspend and permanently exclude a student. In the absence of the Headteacher, this responsibility will be undertaken by either Deputy Headteacher.

Bishop's will endeavour to put support strategies in place to ensure that a student is not in danger of being permanently excluded.

Through consultation with teaching and support staff, the pastoral team will implement targeted intervention for students. This is to support students who may be identified as having specific behavioural difficulties and may include time receiving positive intervention.

Suspensions and reflection are used:

- As a sanction for inappropriate behaviour
- To remove a student from School to protect other students and or/staff
- To ensure learning continues for other students
- To reinforce the high standards of the School
- To improve a student's behaviour

Suspension is a serious sanction and should have a salutary effect on other students as well as the offender. An alternative to suspension is a period of reflection, where students are placed with a member of staff to complete their work for a period of time. Where appropriate, external agencies may be involved to support a student and students are expected to complete their full time in reflection successfully.

Suspension from the School is most effective when:

- Students are excluded to work at home (work will be provided and details for this are found on the suspension letter)
- Parents/Carers support the suspension with other sanctions at home, for example the withdrawal of privileges or grounding during the suspension period.
- Parents/Carers are also expected to ensure that their child is not in a public place during School hours as this may incur a referral to Police and/or a penalty notice from the Local Authority.

It is not always possible to follow a range of sanctions and in serious situation, albeit a first-time offence for a student, it may not be possible to avoid permanent exclusions.

Readmittance from Suspension Meetings

When students return to the School following a fixed-term suspension, a return from suspension meeting will take place. In this meeting, the Head of House and/or Pastoral Mentor, and a member of the Senior Leadership will represent BHBS and talk to the student and his/her parents/carers about the seriousness of the incident.

The student will be expected to give an undertaking that this behaviour will not be repeated and **may** be asked to sign a behaviour contract, which will be individually tailored to the student's needs. Strategies and support to help the student improve

will also be discussed and agreed, in order that the student has the opportunity to ensure that such behaviour will not reoccur. Following the return from suspension meeting the student will also have a meeting to discuss the reasons for the suspension and how the targets set will be achieved.

Students may be expected to spend allotted time in reflection to catch up on any work missed to prevent further situations occurring.

At times members of the Governing body may be asked to attend readmittance meetings to reinforce school expectations.

Persistent Disruptive Behaviour

Persistent disruptive behaviour that impacts upon the learning of other students within Bishop's School will not be tolerated and may result in permanent exclusion.

Off Site Directions (OSD) and Managed Moves

Students who continue to experience behaviour issues, despite a range of interventions and pastoral support strategies may be directed another educational provider for a period of time to improve their behaviour. This is known as an off-site direction.

An off-site direction to another education provider may be considered if

- A student who persistently fails to follow the School's behaviour policy, despite intervention/support already outlined
- A student is involved in a serious breach of the School rules and their actions have put the safety of staff and/or other students at risk
- A student has incurred multiple fixed-term suspensions and/or isolations
- A student who is at risk of permanent exclusion.

During the period of off-site direction, the student might be in alternative provision on a part-time schedule with continued mainstream schooling or full-time for a limited period. The student will be dual-registered, and the placement will be regularly reviewed

A managed move is a process that is a permanent transfer of a student to another mainstream school, as part of a behaviour management process. This aims to avoid a permanent exclusion.

Managed moves will be considered if:

- it is strictly in the students best interest
- voluntary and agreed by all parties (both schools, the relevant LA (s) and the parents/carers)
- offered as part of a planned intervention
- preceded by information – sharing between the current school, receiving school and supported by an effective integration strategy

Permanent Exclusion

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- In response to a serious breach or persistent breaches of the School's behaviour policy; and
- Where allowing the students to remain in the School would seriously harm the education or welfare of the students and/or others in School

These could include but the list is not exhaustive:

- 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
- Persistently disruptive that impacts on learning

8. Child on Child Abuse

Bishop's wants to make sure that all students feel safe at School and accepted into our School community. Child on child abuse of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated.

Child on child abuse can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and students. The School practices a preventative strategy to reduce the occurrences of child-on-child abuse. It is made very clear to students what is expected of them in terms of respecting their peers, staff and members of the public, and any intentional breach of this will result in disciplinary action.

If an allegation of child-on-child abuse does occur, Bishop's will:

- take it seriously
- act as quickly as possible to establish the facts
- record and report the incident; depending on how serious the case is, it may be reported to the Headteacher
- provide support and reassurance to the victim
- make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another child, either physically or emotionally, redress their actions, and the School will make sure that they understand what they have done and the impact of their actions
- ensure that if a sanction is used, it will correlate to the seriousness of the incident, and the 'bully' will be told why it is being used
- consider an internal or fixed term suspension in cases of repeated child on child abuse or a serious incident of child-on-child abuse.

All staff are aware of their safeguarding responsibilities as set out in BHBS 'Child Protection and Safeguarding Policy 2026.

9. Allegations about a Member of Staff

Any allegation that a student may make about a member of staff is considered most serious and the investigation into such situations would be conducted by Leadership. If through investigation, it is found that a student has made a malicious allegation about his/her teacher the following action will be taken:

- A fixed term suspension for the student may be imposed.
- The student may be removed from the teacher's lessons to work with another member of staff. This decision will be made with the member of staff concerned.
- Staff will be reminded of procedures to keep themselves safe and not be alone in the company of or have conversations with the student on their own.
- If the student makes a second malicious allegation against a member of staff, permanent exclusion will be considered.

10. Power to search without consent

Bishop's School schools use the following document for advice: 'Searching, Screening and Confiscation, July 2022' by the Department for Education: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/SearchingScreening_and_Confiscation_guidance_July_2022.pdf

Legislation allows Headteachers and staff they authorise to search students without consent if it is believed that a student has brought into School any prohibited item(s).

Any searches of students for prohibited items will be recorded.

Prohibited items, that will be subject to confiscation, could include such things as:

- Knives and weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Any article that the member of staff reasonably suspects has been or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of; any person (including the student).
- An article specified in regulations i.e. tobacco and cigarette papers; fireworks and pornographic images
- E-cigarettes and Vape pens
- Energy and fizzy drinks that contain sugar and or caffeine
- Mobile phones and other electronic devices including wearable technology.

The list is not exhaustive

Prohibited items that are subject to an age restricted ban (e.g. vapes/nicotine inhaling products; high caffeine energy drinks; alcohol etc) and are not suitable for police collection will be destroyed.

Where a student is experiencing an adverse reaction and staff have concerns about the substance contained in an item, it may be retained and sent for testing.

Any search by a member of staff for a prohibited item and all searches conducted by police officers should be recorded in the school's safeguarding reporting system,

including whether or not an item is found. Parents/carers will be informed and these will be analysed to check that searches do not disproportionately affect a particular student group.

Bishop's has a zero tolerance to any dangerous items brought onto school site. Items that threaten the safety or well-being of any member of the School or wider community will be confiscated and the police may be involved. The permanent exclusion of a student will be considered.

It **MUST** be noted that any student bringing illegal drugs, knives or weapons onto Bishop's school site or supplying these items will be permanently excluded. Bishop's will automatically contact the Police in any drug or weapon related incident.

A referral will be made to children's services if a student is suspected of taking any drugs. Parents/Carers will be contacted on the same day in any drugs related incident where practicable and safeguarding procedures will be involved in drug related incidents where a student is at risk.

Our ability to discipline students and maintain an orderly and safe environment in School can on occasion rely on the confiscation of items from students. Any item that is confiscated (see above for Prohibited Items) is placed in the School safe. Parents/carers are contacted about such item(s) and depending on the circumstances of the confiscation, an arrangement is made for the students to either take the item home at the end of the School day, or for parents to collect the item(s) from School reception.

If a confiscated item is not collected within 4 weeks, the item(s) may be disposed of. Any prohibited items that are confiscated may be disposed of at the School's discretion.

The Deputy Headteacher (Pastoral) and or members of the Pastoral Team will be informed if there are reasonable grounds to suspect possession of a prohibited item.

If a student refuses to co-operate with a search, the Headteacher or authorised staff member will decide the appropriate course of action (e.g. whether the police should be contacted).

Please note that medicines which are prescribed by a Doctor for illness are to be handed into reception if they are brought into School and a form completed by parents/carers. Thus, no child should carry any drugs on their person in School.

Mobile phones or internet enabled devices that have been confiscated may be searched in order to ensure that there is no inappropriate material on there that might compromise the reputation of the School or well-being of a student.

11. Mobile Devices

We inform parents and carers that Bishop's School Schools is a NO MOBILE PHONE SITE. This also includes any other mobile or electronic devices such as tablets, smart watches/glasses and digital cameras. If a student's phone or device is seen or heard, before, during or after the School day, it will be confiscated immediately and will be stored in the School safe. Our procedures, should a student bring their mobile phone into School, are clearly outlined in our mobile phone policy.

This prohibition stance ensures that mobile phones and other smart technology with similar functionality to mobile phones (for example the ability to send and/or receive

notifications or messages via mobile phone networks or the ability to record audio and/or video) are not used throughout the school day, including during lessons, the time between lessons, breaktimes and lunchtime.

Mobile Phones, or any other mobile devices with integrated cameras, could lead to a Safeguarding/Child Protection incident, child on child abuse and data protection issues with regard to inappropriate capture or distribution of images of students or staff.

Mobile phone use can render students or staff subject to cyber child on child abuse. Internet access on mobile devices using cellular data cannot be filtered by the School.

- They can undermine classroom discipline.

The exception to this will be where mobile phone use allows students to manage their medical condition effectively (for example students with diabetes might use continuous glucose monitoring with a sensor linked to their mobile phone to monitor blood sugar level).

This is in line with 2026 DFE guidance on the Use of Mobile Phones in Schools.

12. School Uniform

A school uniform can act as a leveller in secondary schools by reducing visible differences in students' clothing, which are often linked to family income, social status, or peer group identity. When everyone is dressed similarly, it becomes less easy to judge or exclude others based on fashion choices, brands, or the ability to afford the latest trends.

This helps to create a stronger sense of equality and belonging, where students are recognised more for their character and actions than their appearance. As a result, there are fewer opportunities for bullying related to clothing, and students may feel less pressure to compete socially through what they wear, contributing to a more inclusive and respectful school environment.

Bishop's has a clear uniform policy which all students are expected to follow. Schools (see appendix 20 sanctions will be applied should there be breaches of expectations.

For full details of the policy and expectations you will find a copy located in the policies section of the school website.

The Headteachers decision is final in all instances.

13. Social Media

The use of social media has become increasingly popular however its use should be age appropriate and safe for all.

As such the School ask that students

- Not join any social networking sites if they are below the permitted age (13 for most sites including Facebook and Instagram)
- Tell their parents/carers if they are using the sites, and when they are online
- Be aware how to report abuse and inappropriate content

- Not access social media on school devices, or on their own devices while they're at school
- Not make inappropriate comments (including in private messages) about the school, teachers or other students
- Must not set up fake social media accounts on staff or any other students at the school

14. Roles and Responsibilities

Creating a safe environment is essential for effective learning and ensures that all student's rights to a positive experience are met. Expectations of appropriate student behaviour must be made explicit. This requires a 'whole' school approach in which all members of the school communities share the responsibility for maintaining a safe and disciplined environment.

BHBS will:

- Disseminate the policy to the whole school community via a link on the school website.
- Implement the policy effectively.
- Train staff.
- Ensure that all new staff are inducted clearly into the school's behaviour culture.
- Ensure that the school leadership team is highly visible to all students
- Monitor, review and evaluate the effectiveness of the policy.
- Liaise with outside agencies to ensure that best practice is shared effectively.

Pastoral team will:

- Be proactive in promoting and maintaining high standards of behaviour within the School.
- Ensure that the school behaviour policy is followed.
- Lead on training of staff.
- Support staff in the management of behaviour and discipline.
- Pastoral Team will investigate fully and decide on the action required and will take appropriate action of any intervention/prevention strategies.
- Celebrate good behaviour.
- Communicate with and update parents about their child's behaviour.
- Log all incidents on MyConcern and the school MIS.
- Liaise with external agencies and the Local Authority.

Staff will:

- Maintain a calm and safe environment for all students both in their own classrooms and around the School.
- Take a proactive approach to managing behaviour.
- Model expected behaviours and develop positive relationships with students.
- Adhere to the School's behaviour policy and escalate as appropriate.
- Take all reports of bullying seriously and respond to each incident accordingly.

- Inform the Pastoral Team of any concerns/incidents and any actions taken.
- Comply with the School's recording systems.

Students will:

- Take responsibility for their own behaviour and actions and treat one another with mutual respect and kindness.
- Follow School rules and expectations as outlined in the Behaviour Policy
- Report any incidents of poor behaviour to their Head of House / Form Tutor / Prefects / Parent / Carer.
- Report any incidents that have occurred over social media sites.
- Co-operate with any investigations.
- Students must recognise that being a “bystander” is not acceptable and understand that at BHBS we do not keep things hidden from staff and families.

Parents/Carers will:

- Support the behaviour policy.
- Work in partnership with the school to encourage good behaviour.
- Maintain positive communication with the school and inform the school of concerns raised by their child.
- Support key messages being given to their child and where appropriate attend meetings and contribute in a positive way.
- Monitor their child's use of social media regularly if their child uses social media.

Appendices

Appendix One – Rewards

Reward Stage	Reward	Issued by	Frequency for staff	Action	Criteria and examples of behaviour to warrant a reward This list is not exhaustive and is at the member of staff discretion
R0	Verbal praise	All staff	Every day at all points inside and outside the classroom	Verbal praise for good work and meeting standards.	
R1 – in and out of the classroom	One reward point awarded on SIMS and visible on parent app	All staff	Daily 6 – 10 times	Use the drop-down menu on SIMS to select the appropriate positive behaviour.	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 Reward point applied to	All staff	Daily 3 – 5 times	House Point recorded in SIMS for exceeding expectations in the classroom or completed homework All staff record on SIMS and record to the point of sending an email home.	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

	SIMS				
R3 Academic and Social	Email/letter or phone call home Reward point applied to SIMS	All staff	Weekly 1 – 3 times	For behaviour and work that is exceptional and exceeding the level of an R2. Staff will log an R3 worth two reward points All staff record on SIMS and record to the point of sending an email home.	All the above criteria for a R2 but exceeding what is considered to be good Excellent work in a subject or in form or an excellent example set in and around school. This can be also be for a one off incident This is based on the staff members professional opinion
R4 – sustained effort over time	Individual, Year Group or House rewards	All staff	Half termly	Email sent home from a subject area, support staff, HOH, form tutor and SLT. The email/postcard will be individually designed stating that the student has done some excellent work or demonstrated positive social values around school. Celebration event with SLT – students will be nominated by staff to receive the reward. Heads of House will coordinate this process with their form tutors	Repeated excellent classwork or homework Helping staff during a House event Contribution to the wider community. 100% attendance in a half term 10% of significantly improved attendance from the previous half term. Email/letter from the Head of House to highlight excellent attitude in the school environment. Students who are nominated and

				Attendance awards & Bishop's Award (Stage One) • 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	mentioned in staff briefing. Students have zero behaviour points in a half term. Students taking school tours or supporting school events
R5	KS3 celebration evening Presentation evening KS4 School flashes or badge and ties Reward activities	CTL HOH SLT	Yearly	CTL/HOH/SLT/LM pass the list onto student services who log on SIMS. Rewards handed out during House assemblies. These can include: • Subject badge Subject ties • Form badge • House tie • House flash • External ties HoH supply student services with a list of who has achieved stage two of the Bishop's Award. They will who then log in SIMS which sends an email to parents/carers	Outstanding performance both inside and outside of school Exceptional act of kindness or contribution to charity Consistent attendance to school clubs Subject award Service before self Contribution to school life Contribution to the community Significant help to other students Duke of Edinburgh completion Subject flash 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	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. • Celebrations in House assemblies • Celebration with the Headteacher Bishop's Award (Stage Three) Attendance certificates • 100% each year	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 of exceptional attendance	Exceptional performance academically. Exceptional contribution to the community. Exceptional attendance

Criteria for achieving the Bishop's Award

Stage One

	Criteria
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Charity work / service to the community	Things like: • 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: • 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: • Form assembly • House matches • Sports day teams • School matches
Supporting the school ethos	Things like: • Organising form worship • Taking part in an assembly

Stage Two

	Criteria
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Charity work / service to the community x 3	Things like: • 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: • 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
Teamwork x 3	Things like: • Form assembly • House matches • Sports day teams • School matches
Supporting the school ethos x 3	Things like: • 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: • 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: • Developing your skills in a sport of your choice • Learning a new sport and showing development • Gaining awards / certificates in your sport showing progression

Skills section	Things like: • Learning to cook • Couch to 5K • Learning to knit / sew • Learning how to strip down and put a bike back together
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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 Colour 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:

- Poor-discipline
- Lack of commitment

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

Appendix Two – Sanctions

	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	Behaviour recorded on SIMS	Name calling, 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 travel to school sensibly on a bike.	Behaviour logged on SIMS.
C2	Adding to behaviour point total	All staff	Formal behaviour point issued	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. 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. Chewing gum. Failure to travel to school sensibly on a bike.	Behaviour logged from drop down menu of choices.
C3	Detention Curriculum or Pastoral		One 30 minute detention on Monday, Wednesday or Thursday	Behaviour has not been modified despite two previous warnings. All behaviour as above. 3 behaviour points will result in a detention being issued. Each further 3 points will result in additional detentions. 5 marks on standards card	Detailed comment added into SIMS which is merged into email home.
C3	Social exclusion	SLT Pastoral Mentors Heads of House	A fixed period of time in reflection at social times will be issued. This will be for	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.	Staff place student into social exclusion room which is logged on SIMS by the learning mentor. Email sent home.

			the duration of the whole break.	Failure to attend detention. Students caught smoking or vaping will spend a week in social exclusion. In exceptional circumstances this can be used as an alternative to after school detention. Truancy. Damage to school property. Anti social behaviour outside of school. Red card. Bullying.	
C4	SLT Detention	SLT	1 hour detention after school on Friday.	Repeated failure to attend a school 30 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 certain situations	Headteacher, Deputy Headteacher HOH Pastoral Mentors	Up to 5 days at any one time.	Failure to attend an SLT 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.

C6	Fixed term suspension	Headteacher Deputy 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.	Email and letter sent home to parents/carers. A phone call will be made to explain the suspension.
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 from the Headteacher or Deputy Headteacher.

Appendix 3 Homework

Evidence from the Education Endowment Foundation which conducts research on education topics shows that completing homework can add as much as five months of learning per year. For this reason, Bishop's places, a high value on its completion.

Should homework not been completed this will be logged 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 C3 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.

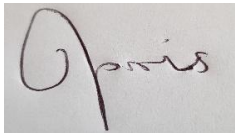
Appendix 4 – Positive handling

Restrictive interventions may be used in a secondary school as a last resort to ensure the safety and wellbeing of pupils and staff when there is a risk of harm, serious disruption, or damage to property. These interventions, which can include physical restraint or limiting a student's movement, will only be employed when de-escalation strategies have been unsuccessful and when immediate action is necessary to prevent injury or maintain a safe environment for learning.

Schools are guided by legal and ethical frameworks that emphasise proportionality, necessity, and the least restrictive approach, ensuring that any intervention is reasonable, time-limited, and carried out by staff. Ultimately, the aim is not to punish the student but to protect everyone involved and restore a calm, safe atmosphere where learning can continue.

Bishop's has a clear policy on positive handling and can be found in the policy section of the school website.

Approved by Full Governing Body



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Chairman

July 2026

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Date