The Bishop Wand Church of England School

Behaviour Policy

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Behaviour Policy

Incorporating rewards and sanctions procedures and anti-bullying policy

1. Statement of Principles
We will work together to create and maintain a successful and happy community where individual worth is celebrated and recognised.

All members of the school community have an equal right to be able to learn and teach in an environment that supports their individual needs. There is recognition by everyone that this requires rules and procedures to ensure that an effective learning environment is maintained.

The Bishop Wand Church of England School believes that everyone has the right to be treated with respect and with this right comes the responsibility to treat others with respect. The behaviour policy is built on this principle and promotes equality of opportunity and inclusion of all.

2. Roles and Responsibilities

2a. Governors responsibilities

Section 89 of the Education and Inspections Act 2006 for maintained schools and the Independent Schools Standards Regulations 2010 for Academies and Free Schools requires schools to have a behaviour policy. Section 61 of the School Standards and Framework Act 1998 requires a governing body to ensure that its school pursues policies designed to promote positive behaviour. To this end, Bishop Wand’s Governing Body:

- has contributed to and supported the written statement of principles to guide the Headteacher in determining measures for promoting positive behaviour.
- consults regularly with the Headteacher to ensure that particular issues are addressed.

2b. Headteacher responsibilities

The Headteacher is responsible for determining the measures to be taken to meet the principles of the Behaviour Policy. The Headteacher will:

- ensure the policy is implemented.
- report to Governors on its impact.
- put in place a management structure for all staff, with a clear description of roles and responsibilities to address behavioural issues, which is communicated effectively.
- promote the positive ethos of behaviour policy principles and challenge discriminating practice.
- ensure the curriculum includes measures to improve the social, emotional and behavioural development of children across the whole curriculum.
- provide training, mentoring and consultation opportunities for all staff about behaviour, and social/emotional development.
- ensure participation by all members of the School community in all aspects of School life.
- manage the exclusions process as necessary, in line with regulations.

2c. SLT responsibilities

The deputy headteachers and assistant headteachers will:

- model policy and procedure at all times.
- respond to Leadership call outs as required.
- support staff with the consistent implementation of the policy.
• Consult with another SLT member before any external exclusion is given as a sanction, then inform the Headteacher.
• Where a deputy headteacher considers that an incident / accumulation of incidents may warrant a permanent exclusion, notify the Headteacher immediately.
• Meet with student and family, along with Head of Year (HoY) and SENDco, where appropriate, when a student is placed on SLT Report card. Ensure a written record of the discussion is kept on file and sent home.
• Identify classroom teachers needing support with establishing a positive learning environment and refer them to the Head of Faculty (HoF) as appropriate, so that appropriate support is put in place and monitored.
• Consult with a member of the SLT or HoY before a student is placed in internal isolation (the Study).

2d. Heads of Year (HoY) and Assistant Head (Ahoy) of Key Stage Responsibilities
The Heads of Year and Assistant Head of Key Stage will:
• Manage and lead the conduct of their year group in line with the behaviour policy.
• Identify students for whom persistent poor behaviour is an issue in both individual subjects and across a range of subjects.
• Ensure that students are placed on report and support them with strategies and targets for improvement.
• Contact home and arrange to meet (where appropriate) with parents/carers to alert them to concerns about the attitudes to learning of their son/daughter.
• Meet with student and family, along with Tutor and SENDco, where appropriate, when a student is placed on Hoy Report card. Ensure a written record of the discussion is kept on file and sent home.
• Liaise with parents and acknowledge when improvements have been made or further intervention is required.
• Ensure that tutors are consistent in their approach to monitoring students on report.
• Ensure that tutors monitor PARS for both positive and negative comments.
• Promote positive attitudes to learning through assemblies and competition.
• Provide pastoral care for students who are going through periods of difficulty in their lives and who need particular support.
• Ensure accurate records and files are kept for each student.
• Consult with a member of the SLT before a student is placed in internal isolation (the Study).

2e. Head of Faculty Responsibilities
The Heads of Faculty:
• To oversee attitudes to learning in subject areas.
• To identify emerging issues concerning classroom management, and intervene.
• Where behaviour concerns are isolated to a department/faculty, identify the most appropriate person within the department/faculty to support with behaviour concerns and provide strategies to support (i.e. reports, buddy room)
• To support their faculties in reviewing any behaviour concerns and
• To ensure staff in their department are using praise and sanctions appropriately.
• Consult with a member of the SLT before a student is placed in internal isolation (the Study)

2f. SENDCo Responsibilities
The SENDCo will:
• Support the identification of children with special educational needs and is responsible for the day to day operation of the school’s SEND policy.
• To liaise with school staff, other providers, outside agencies, educational psychologists and external agencies to provide best provision possible for SEND students.
• Ensure that students with BESD have an appropriate PSP and that their attitude to learning/behaviour is considered in the context of their learning need b)
• Lead the monitoring of the Pastoral Support Programme (PSP) for students in danger of permanent exclusion
• Monitor the internal and external exclusions of SEND students, including appropriate intervention programmes in collaboration with the HoYs and SLT
• Lead the monitoring and record-keeping for SEND student interventions
• Liaise with HoYs when outside agencies are involved with a particular student
• Ensure all staff are aware of PSP targets
• Monitor impact of PSP targets on learning, reviewing where necessary
2g. Classroom teachers Responsibilities
All classroom teachers will:

- set high expectations and model positive behaviour
- to follow agreed procedures for welcoming and dismissing students
- to create a positive and engaging climate for learning in the classroom
- provide a personalised approach to the specific behavioural needs of particular students
- be consistent in their use of the rewards and sanctions procedures so that students understand the implications of their actions
- to allow student time to re-establish positive attitudes to learning before moving to next consequence level.
- record behaviour incidents on PARS and notify parents when they are concerned about a student’s behaviour
- follow up any behaviour incident with a restorative conversation before the next lesson
- share in the process of review and communicate any ideas for improvement to the School’s Leadership Team.

2h. Students Responsibilities
To support the implementation of the policy, students:

- are expected to take responsibility for their own behaviour and attitude to learning and will be made fully aware of school policies and procedures to support them displaying excellent conduct in school.
- will shape the policy through the tutor representation system, year representatives and the School Council.
- will be clear about classroom, corridor and playground expectations, the School’s rewards and sanctions system, and their role in promoting the school’s ethos by modelling high standards of behaviour within the school and wider community.
- will ensure that incidents of disruption, peer on peer abuse, including physical abuse, sexual abuse, bullying, cyber bullying, sexting, hazing, prejudiced behaviour and any form of harassment are reported immediately.

2i. Parents, Guardians and Carers Responsibilities
Through the home-school agreement Parents, Guardians and Carers:

- will take responsibility for the behaviour of their child both inside and outside of school.
- will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.
- will sign the Home School Agreement to indicate that they have understood the principles of the behaviour policy and fully support the School in its implementation
- will contribute to the policy by their representation on the Governing Body. The school’s behaviour policy is available on the school website.
- must notify the school of any change to their contact details when this occurs to ensure that they (or a designated responsible adult for an Emergency) can be contacted at any time during the school day.

3. Promoting and Rewarding Good Behaviour
School staff will seek to reward consistently good behaviour and improved behaviour.

Students can be recognised and rewarded for their efforts, achievements and contributions to all areas of school life. Rewarding high standards of work, behaviour, respect and effort:

- creates an ethos which encourages students to develop in a positive manner.
- helps students to accept praise in an appropriate manner.
- increases the levels of self-esteem in individual students.
- raises the aspirations of all students.

Verbal praise should be given regularly in the course of all school activities. The need for consistency and guidelines for appropriate levels of reward is met by the table overleaf.

Merits can be awarded across the school for a range of activities and positive contributions.

See APPENDIX A for a sample of rewards and outcomes.
4a. Power to Discipline

Teachers have a statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006 and un-amended by 2011 changes).

The power also applies to all paid staff with responsibility for students, such as teaching assistants.

Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on college visits.

Teachers can also discipline students for misbehaviour outside school (even when they are not in the charge of a member of staff).

Teachers have a specific legal power to impose detention outside normal school hours (see section on detention below).

4b. At Bishop Wand staff will:

- not discriminate against particular racial groups, or against students with regard to sexual orientation, pregnancy and gender reassignment in the application of our behaviour policy
- use sanctions in a calm and controlled manner.
- ensure that sanctions are seen as consistent.
- make reasonable adjustments in the application of our behaviour policy to disabled students.
- make special educational provision for students whose behaviour related learning difficulties call for it to be made.
- identify students at-risk in advance and plan proactively how our disciplinary framework should be applied for each of these identified students.
- make sure that every vulnerable student has a key person in school who knows them well, has good links with the home and can act as a reference point for staff when they are unsure how to apply the behaviour policy.

Hierarchy of Incident/Sanctions: See Appendix B

5. Sanctions Explained

Often the disapproval of a member of staff shown by tone, body language, a look or a quiet word to refocus is enough to restore good behaviour.

Where this does not have impact, teachers use the system as outlined below.

5a. Behaviour during lesson time:

Verbal Warning: issued with a clear explanation of what behaviour is unacceptable. Advice and guidance will be given to the student to avoid further escalation of poor behaviour. This will not be logged on our behaviour tracking system.

Written Warning: issued with a verbal explanation of what part of the behaviour the student is not adhering to. Restorative conversations will take place in order to help the student rectify their behaviour. The behaviour will be logged by the classroom teacher on PARS, our behaviour tracking system by the end of the working day. The sanction will either be a 20-minute break or lunch time detention, or an after-school detention up to 1 hour. Contact home will be made and at least 12 hours’ notice will be given if an after-school detention is issued.

Removal from lesson: A student may be buddied from lesson where they will complete the work for the rest of this lesson in another classroom identified by the faculty. The behaviour will be logged by the classroom teacher on PARS, our behaviour tracking system by the end of the working day. The sanction will be a 1-hour Head of Faculty detention. A restorative meeting should be organised before the next lesson between the student and the teacher.
and every reasonable effort must be made to ensure it happens. Where a student refuses to be buddies, a member of Senior Staff on call will remove the student from the lesson. A verbal explanation will be given to the student what behaviour the student was not adhering to and the student will be taken to the study and a further sanction may be issued.

**Gross Misconduct (see Appendix B below)**

When behaviour in class falls into the context of gross misconduct, this must be entered in the Gross Misconduct section on the PARS behaviour management system for investigation by the Head of Faculty or Head of Year. The Head of Faculty or Head of Year will then present the case to their SLT line manager who will then triangulate and agree a sanction.

**5b. Detentions**

Detentions take place during break or lunch time or at the end of the school day. Students will be informed of this during lesson time for same day detentions or a day in advance through INSIGHT (our parental and pupil learning gateway) for after-school detentions. Detentions are usually held by the subject teacher who has set them.

There are five types of detention:

- 20 minute same day central (lunch) detention – set by staff and recorded on student’s permanent record. This detention can be set for lateness to school in the morning (arriving after 8.40), late for lessons, incorrect uniform, or lack of equipment.
- 20 minute same day break or lunch subject teacher detention – set by staff and recorded on student’s permanent record. The detention can be set for lack of homework, lack of progress, or minor incidences within lessons.
- Up to 1 hour after school – set by staff and recorded on student’s permanent record. These detentions can be ½ hour or 1 hour, at staff discretion. Parents will be notified in advance through INSIGHT. Where possible a telephone call or Email to parents will also be made.
- 1hr Head of Faculty or Head of Year detention – Set by HOF (Head of Faculty) or HOY (Head of Year) and recorded on student’s permanent record. Parents will be notified in advance through INSIGHT. Where possible a telephone call or Email to parents will also be made.
- 2hr SLT detention – Set by the HOF or HOY for failure to attend a 1hr Head of Faculty detention or Head of Year, and the SLT. These will take place on Monday, Wednesday and Friday. Parents will be notified in advance through INSIGHT. Parents will be informed at least 12 hours in advance through a phone call and a letter and will be recorded on student’s permanent record. Parent will also be notified through INSIGHT.

**5c. Inclusion (The Study)**

The use of the Study is to maintain and continue the education of the pupil whilst giving a sanction for his/her actions.

- SLT or Heads of Year may decide that a pupil needs to be internally excluded for a day (8.40 – 3.15) or days following poor conduct which has affected the education of others or another type of behaviour considered serious enough to warrant use of internal exclusion.
- Teachers will ensure that there is work given and the staff supervising ensure this is given to the student. The length of time for internal exclusion will be decided by SLT and HOYs.
- The Internal Exclusion is recorded on the student’s permanent record and on the inclusion log.
- Parents should provide a packed lunch for days a student is in the inclusion room. Students without lunch or who have free school meals will be accompanied to the restaurant outside normal lunch times and will be expected to purchase take away items (e.g. sandwiches) only.
- The student will also complete restorative work during their time in the inclusion room focused on ensuring they understand why they are there and what they can do to prevent the situation happening again.
- A student may also be isolated if a serious incident has occurred in order that an investigation can take place. During this time a student is asked to write a statement about the incident and to reflect on why they think it occurred. Depending on the length of time the investigation takes, they will then be provided with work until a decision has been taken about a sanction or they are returned to lessons.

**5d. Inclusion (The Study): Extended Day**

To try to reduce the use of fixed term exclusion, an extended day can be used to sanction a student. This consists of a day in the inclusion room and further isolation until 5.15pm. (This may be reduced at the school’s discretion).
Regulations as for inclusion (above) apply. Parents are notified at the latest by 5pm the day before an extended day.

In the first instance the study day would be normal school hours 8.35 – 3.15 (Tuesday until 2.30)
- Subsequent referrals within ½ term would be 8.35 – 5.15 pm (Tuesday until 4.15)

5e. Isolation: Staggered Start Day

In some circumstances, if a very serious misdemeanour has occurred or a situation has escalated beyond the use of the extended day, a student will have to start school at 1pm and remain on site till 6.00pm working in isolation.

This is equivalent to a fixed term exclusion but enables a formal exclusion to be kept off the student’s record.

Regulations as for inclusion (above) apply. Parents are notified by at the latest by 5pm the day before a staggered start day.

5f. Targeted Alternative Provision (TAP)

As an alternative, to be used at the discretion of the Headteacher or Deputy Headteacher, the student may be placed in internal exclusion at a local Spelthorne School by negotiation with the Headteacher.

This is equivalent to a fixed term exclusion but enables a formal exclusion to be kept off the student’s record.

Regulations as for inclusion (above) apply. Parents are notified by at the latest by 5pm the day before a TAP.

5g. Exclusion

The Headteacher makes the final decision. Students may receive a fixed term exclusion for serious breaches of Code of Behaviour (Level 4) (see Appendix D).

- Decisions to exclude are not taken lightly and can only be authorised by the Headteacher.
- Parents are informed by telephone call and letter which clarifies the School’s position, the reason/s for exclusion and the period for which their child is expected to be away from School.
- In the case of an external exclusion, parents/carers have a right of appeal and are provided with additional information regarding this process should they choose to pursue this course of action.
- During a period of exclusion, work will be sent home for the student to complete.

A member of the Senior Leadership Team will inform parents of the imposition of the sanction. Information about the exclusion will be provided for all staff who must set work for the period of absence.

Parents and students will attend a formal re-admittance meeting with appropriate members of staff. For a one day External Exclusion the HOY will have a reintegration meeting with parents/guardians and place the student on a HOY Report (as appropriate). For 2 or more days External Exclusion a member of SLT will have a reintegration meeting with parents/guardian and the student will be placed on a SLT report (as appropriate).

Students who receive two fixed term exclusions or are excluded for more than five days in a half term may be required to meet with representatives from the Governing Body.

**Penalty Notice relating to Exclusions:**

Section 103 of the Education and Inspections Act 2006 places a duty on parents to ensure that their child is not in a public place (without justifiable cause) during school hours when they are excluded from school and:

(a) is one of the first five school days to which the exclusion relates or, where that exclusion is for a fixed period of five days or less, any of the days to which the exclusion relates, and
(b) is stated in the notice under section 104 to be a day on which the parent is subject to Section 103, subsection (2).

If the excluded pupil is present in a public place at any time during school hours on a school day falling within Section 103, subsection (2), the parent commits an offence.

(a) It is a defence for a person charged with an offence under subsection (3) to prove that he had a reasonable justification for his failure to comply with the duty imposed by subsection (2).

(b) A person guilty of an offence under subsection (3) is liable on summary conviction to a fine

Alternative education provision will be made from the sixth day of any exclusion and failure to attend such provision without good reason will be treated as unauthorised absence.

A Pastoral Support Plan (PSP) will be considered for any student who receives 2 fixed term exclusions totalling 2 days or more in a term. The final decision as to whether a PSP is drawn up will be made by the Headteacher or Deputy Headteacher in conjunction with the SENco and the appropriate Head of Year. All staff are informed by Email.

For external exclusions of more than five days the Local Authority (LA) Procedure will be followed (see Appendix C).

5h. Managed Move

On the rare occasion where our pastoral support and sanctions have not been successful in establishing consistently good behaviour, a managed move might be considered to give the student an opportunity to make a fresh start at a new school.

The Headteacher may seek a managed move where Bishop Wand is concerned that as student is at risk of Permanent exclusion and:

- the school feels that it would be in the best interests of the student.
- that there is a genuine possibility that a fresh start would provide the student with an opportunity to succeed.

Managed moves will only be explored where parents/carers are supportive of this process.

5i. Permanent exclusion: for serious or persistent misconduct

As above, the Headteacher makes the decision.

A letter is sent to parents together with an explanation of their rights, with a copy to the Chair of Governors and Governors on the discipline committee.

All staff are informed by email.

Teaching staff must provide work for the excluded student for the first five days. Then the student becomes the responsibility of the LA.

6a. Unstructured Time

Poor attitudes and behaviours demonstrated by students during unstructured time will be recorded on PARS by the member of staff dealing with the student’s behaviour and tutors will be expected to monitor this and issue appropriate sanctions.

Poor attitudes and behaviours include:

- Rudeness e.g. inappropriate tone of voice or language. We expect staff to ask the student to apologise and correct this behaviour and refer to the tutor for sanctioning.
• Defiance e.g. deliberately ignoring a member of staff. We expect that in these situations staff explain to the student their actions and refer to the tutor for sanctioning.
• Boisterous behaviour e.g. moving around the building in an inappropriate manner, including running, shouting, queue-jumping, pushing while in a queue and play-fighting.
• Dangerous behaviour i.e. an escalation of boisterous behaviour, where the behaviour begins to jeopardise the health and safety of others.
• Out of Bounds. Staff are expected to ask students to move on in the first instance, but to PARs the incident for persistent non-compliance, followed up with a sanction.
• Uniform e.g. wearing any item of non-uniform such as hoodies, coats of the wrong colour, non-regulation jewellery, make-up, trainers etc. not justified with a note. Items will be confiscated and may be followed up with a sanction.

Examples of sanctions could include:

- Litter picking
- Desk cleaning
- Display duty
- Taking recycling bins from classroom to the main bin
- Tidying cupboards
- Folding lost property
- Clearing up in the dining hall
- Loss of break or lunch time

Persistent disregard of unstructured time rules may result in a referral their Head of Year for further sanctions.

6b. Discipline of Student Misbehaviour Outside School

The Bishop Wand Behaviour policy applies to students on site during the school day, as well as educational trips, visits, travelling to and from school and if they are clearly identifiable as belonging to the Bishop Wand School community (e.g. in uniform).

7a. Power of Members of Staff to Use Force

Bishop Wand School follows Surrey County Council guidelines on use of force and restrictive physical intervention. Surrey County Council’s policy in relation to the use of force is founded upon these underpinning principles:

- the use of force should, wherever possible, be avoided.
- de-escalation techniques, appropriate to the child or young person, set within a positive and proactive approach to behaviour, should always be used to try and avoid the need to use restraint.
- there are occasions when the use of force is appropriate.
- when force is necessary, it must be used in ways that maintain the safety and dignity of all concerned.
- the application of a restrictive physical intervention should be an act of care not of punishment or aggression and should not be used to force compliance with staff instructions when there is no immediate risk to the child or other individuals.
- only the minimum force and least restrictive intervention necessary to prevent injury or to remove the risk of harm should be applied, and if used, this should be accompanied by calmly letting the child/young person know what they need to do to remove the need for restrictive physical intervention.
- the techniques used to restrain or restrict liberty of movement must be reasonable and proportionate to the circumstances, risk and seriousness of harm; and be applied with the minimum force necessary, for no longer than necessary, by appropriately trained staff.
- use of restraint, reasons for it and consequences of its use, must be subject to audit and monitoring and be open and transparent.
- when reviewing plans for restraint with children and young people, those with parental responsibility or, where appropriate, advocates should be involved.

See Appendix E for Bishop Wand School Restrictive Physical Intervention Model

This must be read in conjunction with the Safeguarding Policy circulated to staff.
7b. Telling parents when force has been used on their child

It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents.

In deciding what a serious incident is, teachers should use their professional judgment and consider the:
- students behaviour and level of risk presented at the time of the incident.
- degree of force used.

7c. Power to search pupils with consent

This section refers to the Department of Education Searching, screening and confiscation advise, January 2018.

Schools’ common law powers to search:
- School staff can search pupils with their consent for any item.

Please note:
- Bishop Wand is not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil’s bag or locker and for the pupil to agree.
- Bishop Wand is clear in their school behaviour policy and in communications to parents and pupils what items are banned.
- If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.
- A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

7d. Power to search pupils without consent

This section refers to the Department of Education Searching, screening and confiscation advise, January 2018.

If the Headteacher or staff have reasonable grounds for suspecting that a pupil is in possession of a prohibited item, then the Headteacher and staff authorised by the Headteacher can search without consent for:
- Knives or weapons, alcohol, illegal drugs and stolen items; and
- Tobacco and cigarette papers, fireworks and pornographic images; and
- 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, or damage to property; and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Under normal circumstances the search would be done and witnessed by members of staff the same sex as the pupil.
- There is a limited exception to this rule where Bishop Wand staff can carry out a search of a pupil of the opposite sex to you and / or without a witness present, only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.
7e. Confiscation, Including the Retention and Disposal of Inappropriate Items

Schools can confiscate students’ property as part of a disciplinary measure. The aim generally pursued will be maintaining an environment conducive to learning and one which safeguards the rights of other students to be educated.

7f. Prohibited Items

(i) The following items are ‘prohibited’ (Education Act 1996) and must not be brought into school:
- Dangerous or illegal substances and items including, but not limited to:
- Illegal drugs and narcotics (as well as legal highs)
- Offensive weapons and any form of firearms (imitation or real)
- Knives/pen-knives
- Laser-pens
- Alcohol
- Smoking/vaping paraphernalia
- Pornographic images and items
- Stolen items

(ii) The following items are ‘banned’ and must not be brought into school:
- Solvents (including correction fluid)
- Excess Jewellery and non-uniform items
- Skateboards/scooters (or similar items)
- Fidget-Spinners and Fidget-Cubes
- Chewing gum
- Aerosols

- Prohibited items and any item that a 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 will be confiscated.
- A decision will be made on a case by case basis about what to do with prohibited items including possible referral to the police.
- Other items, if they are not used according to school policy e.g. personal electronic devices, or disallowed items of clothing etc. will be confiscated.
- Confiscated items will be retained or disposed of as a punishment. The law protects the school from liability for damage to, or loss of, any confiscated items. (Section 91 of the Education and Inspections Act 2006).
- In general, confiscated items that are not on the prohibited items list will be available for collection by students from reception at the end of the school day.
- If this occurs repeatedly, parents/carers will be asked to come to collect the confiscated item and the school will ask that the item remains with the parent/carer.
- If the student persists in bringing the item to school following this, the school will retain the item. (Specific procedures apply to personal electronic devices. See below).

8a. Mobile Phones and other electronic items

Mobile phones may be carried by students to and from School. Provision is made in reception for them to be stored securely throughout the day

- Mobile phones must be handed in to reception by 8.30am and can be collected after the end of the day or after School activities.
- Before 8.30am, the use of mobile phones is only permitted outside the school building.
- The use of mobile phones inside the school building is strictly prohibited.
- KS5 may have phones on them during the day as long as they are used responsibly, only in the 6th form study area and social areas and do not interfere with learning.
- KS5 students seen with their phone in the school corridors may have it confiscated until the end of that day and held in the school office.
- Electronic items such as, cameras, Bluetooth and wireless enabled devices e.g. tablets, mobile phones, apple and android watches etc. are not allowed in School and will be confiscated by any member of staff if they are seen on the students during the School day (and stored for safety in the school safe).
• Any confiscated electronic device can be collected from the School office after five school days.

9. Monitoring Students’ Behaviour

9a. Electronic and paper Report Cards

There are three levels of report cards to monitor behaviour issues (not subject specific issues). These are issued and monitored by the Tutor, Heads of Year or Department, SLT.

We have 2 systems for placing students on report. One is electronic the other a paper version. The electronic version of reporting is on PARS, and they are set up to flag up a student on the electronic register. The student therefore never holds a card, but will report each day to check how staff have judged their behaviour.

The paper version is placed inside a pupil’s planner. Staff can then complete the card each lesson and parents should monitor and sign each evening.

Electronic or paper report cards may be monitored by any of the following people:

9b. The Tutor

The Tutor will communicate with parents that their child is on report. They will contact the parent if there are concerns relating to the student’s behaviour whilst on report. Parents are expected to sign off the paper report card each evening.

A tutor report will last a minimum of 2 weeks, after which the tutor will discuss with their HoY the effectiveness of the report. A student may have their targets adjusted to further support student behaviour. Where the report has been effective in addressing the student needs a student will be taken off tutor report.

If the student is unsuccessful on tutor report, they may be referred to the Head of Year.

9c. Head of Subject or Faculty

The Head of Subject or Faculty will communicate with parents that this is taking place. A subject or faculty report will only be for specific subjects where behaviour is deemed unsatisfactory within a subject or faculty. The student may be on report for a number of weeks or lessons. If unsuccessful the Head of Faculty will invite parents in to School to discuss the issue further or refer the student to a member of the SLT. Where the report has been effective in addressing the student needs a student will be taken off Subject or Faculty report.

9d. Head of Year

The Head of Year will communicate with parents that this is taking place. They will contact the parent if there are concerns relating to the student’s behaviour whilst on report. Parents are expected to sign off the paper report card each evening.

A HoY report will last a minimum of 2 weeks, after which the HoY will discuss with their line manager the effectiveness of the report. A student may have their targets adjusted to further support student behaviour. Where the report has been effective in addressing the student needs a student may be de-escalated to a tutor report.

If unsuccessful the Head of Year will invite parents in to School to discuss the issue further.

If the student is unsuccessful on Head of Year report, they may be referred to a member of the SLT.
9e. Senior Leadership Team (SLT)

The members of the SLT will communicate with parents that this is taking place. They will contact the parent if there are concerns relating to the student’s behaviour whilst on report. Parents are expected to sign off the paper report card each evening.

A SLT report will last a minimum of 2 weeks, after which the senior leader will discuss with the HoY the effectiveness of the report. A student may have their targets adjusted to further support student behaviour. Where the report has been effective in addressing the student needs a student may be de-escalated to a HoY report.

A student may be placed on SLT report after two days or more exclusion and/or at a re-admittance interview with the parents and Headteacher.

10a. Bullying (See Appendix G)

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:
- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

<table>
<thead>
<tr>
<th>Type of Bullying</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional</td>
<td>Being unfriendly, excluding, tormenting</td>
</tr>
<tr>
<td>Physical</td>
<td>Hitting, kicking, pushing, taking another’s belongings, any use of violence</td>
</tr>
<tr>
<td>Racial</td>
<td>Racial taunts, graffiti, gestures</td>
</tr>
<tr>
<td>Sexual</td>
<td>Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching</td>
</tr>
<tr>
<td>Direct or indirect verbal</td>
<td>Name-calling, sarcasm, spreading rumours, teasing</td>
</tr>
<tr>
<td>Cyber-bullying</td>
<td>Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites</td>
</tr>
</tbody>
</table>

- All forms of bullying are considered to be a very serious issue. Any form of bullying, (physical or verbal) is totally unacceptable in our school.
- The incident will be recorded as one of bullying and will go on a student’s electronic behaviour record.
- A Restorative Justice discussion will be offered to both the victim and the bully.
- Repeated bullying will result in parents/carers being informed and could ultimately lead to a short term exclusion.

10b. Prejudice Related Incidents

Derogatory remarks will be recorded in the Protective Characteristics Monitoring Log (In line with the Single Equality Duty, Equalities Act 2010)
- The Log is monitored by the SLT
- All incidents will be reported to the Local Authority via the annual data collection system.
- Incidents are sanctioned according to their severity.
10c. Restorative Justice:

In situations that are a ‘one off’ or ‘friendship fall-out’, the School will use a Restorative justice approach to ensure the situation is restored amicably. Research has shown this method to be far more productive and have a more successful positive long term impact than punitive measures.

Restorative Justice Procedures:
A member of staff arranges a meeting with the students and supervises/facilitates a meeting where the following questions are asked:

- What happened?
- What were you thinking at the time?
- How were you feeling at the time?
- Who else has been affected by the incident?
- What do you need to do now to ensure the harm can be repaired and make sure it doesn't happen again?

‘One off’ – one incident that occurs such as name calling, use of social media or physical contact as an example ‘Friendship fallout’ – a group of students who were friends who then have a disagreement and mediation is needed

If students/parents feel the need to register a complaint, the complaints procedure should be followed.
**GLOSSARY**

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPS</td>
<td>Behavioural Pupil Support</td>
</tr>
<tr>
<td>FT</td>
<td>Form Tutor</td>
</tr>
<tr>
<td>HOD</td>
<td>Head of Department</td>
</tr>
<tr>
<td>HOY</td>
<td>Head of Year</td>
</tr>
<tr>
<td>IBP</td>
<td>Individual Behaviour Plan</td>
</tr>
<tr>
<td>IEP</td>
<td>Individual Education Plan</td>
</tr>
<tr>
<td>KS3</td>
<td>Key Stage 3 (Years 7 – 9)</td>
</tr>
<tr>
<td>KS4</td>
<td>Key Stage 4 (years 10 &amp; 11)</td>
</tr>
<tr>
<td>KS5</td>
<td>Key Stage 5 (Sixth Form)</td>
</tr>
<tr>
<td>LA</td>
<td>Local Authority</td>
</tr>
<tr>
<td>PSP</td>
<td>Pastoral Support Programme</td>
</tr>
<tr>
<td>SLT</td>
<td>Senior Leadership Team</td>
</tr>
<tr>
<td>SEAL</td>
<td>Social, Emotional Aspects of Learning</td>
</tr>
<tr>
<td>PLTS</td>
<td>Personal, Learning and Thinking Skills</td>
</tr>
<tr>
<td>L2L</td>
<td>Learn 2 Learn</td>
</tr>
<tr>
<td>TAP</td>
<td>Targeted Alternative Provision (Spelthorne Initiative)</td>
</tr>
</tbody>
</table>

**This policy should be viewed in conjunction with these other school policies:**

- Safeguarding and Child Protection Policy
- Learning and Teaching Policy
- SEND Policy
Appendices

Appendix A

Hierarchy of Rewards
The table is included as a guide rather than being a definitive list of rewards. Consistency of application is a key to the successful use of the strategy.

<table>
<thead>
<tr>
<th>Level of Merit</th>
<th>Achievement Examples</th>
<th>Reward Examples</th>
<th>Staff responsible for issuing the Reward</th>
</tr>
</thead>
<tbody>
<tr>
<td>ONE</td>
<td>Good class work</td>
<td>Verbal praise</td>
<td>Subject teachers</td>
</tr>
<tr>
<td></td>
<td>Good attendance/Punctuality</td>
<td>Display of work in classroom</td>
<td>Tutors</td>
</tr>
<tr>
<td></td>
<td>Improved attitude</td>
<td>Written comment in book</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Improved presentation</td>
<td>Written comment in planner</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thought and care for others. Politeness</td>
<td>KS3/4 merit marks on PARS</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Attendance bronze/silver/gold awards</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Planner/uniform certificates</td>
<td></td>
</tr>
<tr>
<td>TWO</td>
<td>Excellent piece of class work</td>
<td>Positive phone call home</td>
<td>Subject Teacher</td>
</tr>
<tr>
<td></td>
<td>Excellent piece of homework (Either in terms of effort or achievement)</td>
<td>Display of work in public areas</td>
<td>Head of Year</td>
</tr>
<tr>
<td></td>
<td>Excellent piece of extended project work or coursework. Help at school events, e.g. Parents' Evenings</td>
<td>KS3/4 merits on PARS</td>
<td>Head of Dept.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>KS3/4 commendations</td>
<td>Form Tutor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post Cards sent home</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>20 KS3 merits equal a Form Tutor’s Commendation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 F.T. Commendations equal a Head of Year Commendation</td>
<td></td>
</tr>
<tr>
<td>THREE</td>
<td>Consistent effort and achievement Showing initiative and care in serving the school or wider community.</td>
<td>Positive phone call home</td>
<td>Head of Year</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Display of work in corridor/Reception/Resources Centre</td>
<td>Senior Leadership Team</td>
</tr>
<tr>
<td></td>
<td></td>
<td>KS3/4 merits</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>KS3/4 commendations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 FT Commendations equal a Head of Year Commendation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 HOY Commendations equal a Headteacher’s Commendation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Photographs of work displayed</td>
<td></td>
</tr>
<tr>
<td>FOUR</td>
<td>Excellent standard of effort and/or achievement over the academic year.</td>
<td>Academic/Pastoral rewards presented at Prize Giving.</td>
<td>Senior Leadership Team</td>
</tr>
<tr>
<td></td>
<td></td>
<td>External Recognised Awards</td>
<td>Governors Outside guests</td>
</tr>
</tbody>
</table>
Appendix B

Hierarchy of Incident/Sanctions

The hierarchy of sanctions provides a clear structure for students, staff, parents and governors in order to maintain the code of behaviour. Sanctions should always be applied fairly and consistently without undermining the students’ sense of self-respect.

Within Lessons-

- Verbal warning
- Written warning
- Strategy and detention
- Buddy room
- On call

<table>
<thead>
<tr>
<th>Level</th>
<th>Behaviour Examples</th>
<th>Possible sanction may include one or more of the following</th>
<th>Staff responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Chewing gum</td>
<td>Break/lunch teacher detention</td>
<td>Member of staff</td>
</tr>
<tr>
<td></td>
<td>Contravening KS5 dress-code.</td>
<td>Central Detention</td>
<td>Tutor</td>
</tr>
<tr>
<td></td>
<td>Disruption to learning</td>
<td>Note in planner</td>
<td></td>
</tr>
<tr>
<td></td>
<td>KS5 mobile phone inappropriate use</td>
<td>Items confiscated and placed in the school safe.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lack of class work/ homework/equipment</td>
<td>Logged on PARS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Late to lesson</td>
<td>Restorative conversation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wearing excess jewellery</td>
<td>Verbal warning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wearing school uniform incorrectly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Failure to attend a Level 1 detention</td>
<td>After school detention (12 hours’ notice necessary)</td>
<td>Member of staff</td>
</tr>
<tr>
<td></td>
<td>Graffiti on books</td>
<td>Department report</td>
<td>Subject Teacher</td>
</tr>
<tr>
<td></td>
<td>Inappropriate use of the Internet</td>
<td>Incident report</td>
<td>Head of Department</td>
</tr>
<tr>
<td></td>
<td>Persistent disruption to learning</td>
<td>Items confiscated placed in the School safe</td>
<td>Tutor</td>
</tr>
<tr>
<td></td>
<td>Persistent lack of class work/ homework</td>
<td>Letter home</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Persistent lack/inappropriate uniform*</td>
<td>Removal from class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rudeness to peers</td>
<td>Report card</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Truancy</td>
<td>Study</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use/sight of mobile phones in and out of class</td>
<td>Telephone call home</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Aggressive behaviour</td>
<td>After school detention (12 hours’ notice necessary)</td>
<td>Member of staff</td>
</tr>
<tr>
<td></td>
<td>Bullying</td>
<td>Incident report</td>
<td>Head of Department</td>
</tr>
<tr>
<td></td>
<td>Damage to school property</td>
<td>Isolation during social time</td>
<td>Head of Year</td>
</tr>
<tr>
<td></td>
<td>Failure to attend a Level 2 Detention</td>
<td>Letter home</td>
<td>Head Of Learning</td>
</tr>
<tr>
<td></td>
<td>Lack of respect for staff/peers</td>
<td>Longer period of confiscation</td>
<td>Support</td>
</tr>
<tr>
<td></td>
<td>Persistent lack of effort</td>
<td>Meeting with parents</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Refusal to follow instructions</td>
<td>Removal from class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Repeated truancy</td>
<td>Report card</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Swearing in the presence of staff</td>
<td>Study</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Threatening behaviour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level</td>
<td>Behaviour Examples</td>
<td>Possible sanction may include one or more of the following</td>
<td>Staff responsible</td>
</tr>
<tr>
<td>-------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 4     | Assault  
Failure to attend a Level 3 Detention  
Inappropriate sexual behaviour  
Persistent bullying  
Persistent infringement of level 3  
Possession of dangerous item  
Possession of illegal substances  
Racist incidents  
Smoking/caught with a lighter or cigarettes or Vape.  
Supply of illegal substances  
Swearing at staff  
Theft  
Using illegal substances  
Vandalism of school property  
Whole School Truancy | Acceptable Behaviour Contract  
Internal Exclusion (Study)  
Extended Day  
External exclusion  
Formal meeting with parents, Governors and SLT  
Formal meeting with the parents and Governors Discipline Panel for a Permanent exclusion.  
Pastoral Support Programme (for two or more external exclusions)  
Referral to the Police/Outside Agencies, e.g. BPSS  
Removal of break & lunchtimes  
Report card  
Staggered Day | Member of staff  
SLT  
Headteacher  
Governors |
| Gross Misconduct | Drug and alcohol related / physical assault against an adult / physical assault against a pupil / verbal abuse or threatening behaviour against an adult / verbal abuse or threatening behaviour against a pupil / sexual misconduct / persistent disruptive behaviour / damage / other | *Lack/inappropriate uniform/hairstyle – Students will be sent home to change and return ASAP with correct uniform/hairstyle, if that is not possible then they will be placed in the Internal Exclusion room. |
Appendix C – Classroom Conduct

If inappropriate behaviour is gross misconduct

Inappropriate behaviour

Teacher/classroom sanction

Exit from lesson to another classroom

Refusal to go into buddy room or non-compliance in buddy

Student brought to Study by on call. Sanction to be agreed by Pastoral team.

Verbal warning, no further sanction

2nd verbal reprimand - sanction issued outside the classroom by the teacher. On re-entry, student moved seat in lesson

Student to go to the assigned room for your department/faculty. Teacher to record behaviour on PARS by the end of working day. 1 hour HoF detention with RJ asap.

Teacher calls On Call to escort the student to the study. Teacher to record behaviour on PARS by the end of working day. 1 hour HoF detention with RJ asap.
In lessons we will:

- Treat others as we would like to be treated
- Respect other students – no name calling or calling out
- Respect adults – carry out staff instructions promptly
- Listen when a member of staff or other students are talking
- Get on with the work set
- Support the right of other students to get on with their work
- Arrive on time for lessons with the correct equipment

Supporting Our Right to Learn
Appendix D: Exclusion Policy

1. The Headteacher and governors regard decisions to exclude children as a very serious step. At all times other forms of sanction will be considered and appropriate external agencies will be consulted.

2. The process for excluding children will be as laid down in the Surrey County Council Exclusion Guidance for Surrey Schools.

3. All exclusions will be reported to the governing body.

4. As provided for in the Education Act exclusions may be permanent or for one or more fixed periods which may not exceed 45 days in any one year. Parents will be given full details of their rights in all cases of a student being excluded.

5. Every effort will be made to contact parents by phone as soon as the decision to exclude a child has been taken.

6. In considering the appropriateness of an exclusion the Headteacher will have regard for the advice in Government Guidance.

7. The safety of other children and staff and the maintenance of high standards of behaviour and discipline will be important factors in considering the action to be taken.

8. Whilst every case is treated on an individual basis the Headteacher will make every effort to ensure there is consistency of treatment of all children.

9. In matters where the school believes a criminal offence has taken place the Headteacher may contact the local police.

10. The school will, whenever the Headteacher deems it appropriate, use the internal and external provision as a way of not using official exclusions.
**DfE Reasons for Exclusion**

Items with a DFE code are DFE reasons for exclusion. The key is below. While the school may choose to exclude for incidents at level 4, Bishop Wand prefers to try to keep exclusion off a student’s record by applying one of the other sanctions at this level. Where incidents have occurred at level 6, it is most likely that exclusion will be used.

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Includes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PP</td>
<td>Physical Assault against pupil</td>
<td>Fighting, Violent behaviour, Wounding, Obstructing and jostling</td>
</tr>
<tr>
<td>PA</td>
<td>Physical assault against adult</td>
<td>Violent behaviour, Wounding, Obstructing and jostling</td>
</tr>
<tr>
<td>VP</td>
<td>Verbal abuse/ threatening behaviour against pupil</td>
<td>Threatened violence, Aggressive behaviour, Swearing, Homophobic abuse and harassment, Verbal intimidation, Carrying an offensive weapon</td>
</tr>
<tr>
<td>VA</td>
<td>Verbal abuse/ threatening behaviour against adult</td>
<td>Threatened violence, Aggressive behaviour, Swearing, Homophobic abuse and harassment, Verbal intimidation, Carrying an offensive weapon</td>
</tr>
<tr>
<td>BU</td>
<td>Bullying</td>
<td>Verbal bullying, physical bullying, homophobic bullying, Racist bullying.</td>
</tr>
<tr>
<td>RA</td>
<td>Racist abuse</td>
<td>Racist taunting and harassment, Derogatory racist statements, Swearing that can be related to behavioural characteristics, Racist bullying, racist graffiti</td>
</tr>
<tr>
<td>SM</td>
<td>Sexual misconduct</td>
<td>Sexual abuse, sexual assault, Sexual harassment, Lewd behaviour, Sexual bullying, Sexual graffiti</td>
</tr>
<tr>
<td>DA</td>
<td>Drug and alcohol related</td>
<td>Possession of illegal drugs, Inappropriate use of prescribed drugs, drug dealing, smoking, alcohol abuse, substance abuse</td>
</tr>
<tr>
<td>DM</td>
<td>Damage</td>
<td>Vandalism, Arson, Graffiti</td>
</tr>
<tr>
<td>TH</td>
<td>Theft</td>
<td>Stealing school property, stealing personal property (pupil or adult), stealing from local shops on a school outing, selling and dealing in stolen property</td>
</tr>
<tr>
<td>DB</td>
<td>Persistent disruptive behaviour</td>
<td>Challenging behaviour, Disobedience, Persistent violation of school rules</td>
</tr>
<tr>
<td>OT</td>
<td>Other</td>
<td>Includes incidents which are not covered by the categories above, but this category should be used sparingly.</td>
</tr>
</tbody>
</table>
Appendix D – Bishop Wand Restrictive Physical Intervention Model

There are many occasions when staff will have cause to have physical contact with children or young persons for a variety of reasons, for example:

- Communication
- First Aid
- to comfort a child or young person in distress (so long as this is appropriate to their age)
- to direct a child or young person (holding hands, hand on shoulder etc.)
- for educational skills (PE, Drama etc.)
- for life skills (changing for PE, toileting, using cutlery etc.)
- in an emergency to increase safety to the child or young person, other students and staff.

In an emergency incident staff may take into account the use of reasonable force and their responsibilities under duty of care.

In all situations where physical contact between staff and children or a young person takes place, staff must consider the following:

- the child or young person’s age and level of understanding
- the child or young person’s individual characteristics and history
- the location where the contact takes place (it should not take place in private without others present)

If a child or young person requires physical support on a regular basis this information will be documented on an individual plan such as a handling plan, toileting plan or behaviour support plan.

Physical contact is never made as a punishment, or to inflict pain. All forms of corporal punishment are prohibited. Physical contact will not be made with the child or young person’s neck, breasts, abdomen, genital area, other sensitive body parts, or to put pressure on joints. It will not become a habit between a member of staff and a particular child or young person.

Bishop Wand follow the procedure for Restrictive Physical Intervention as laid down in the Surrey County Council Guidance for Surrey Schools.
Appendix E Behaviour Management Flow Chart

**MONITOR INDICATORS**
- Data Drops
- Behaviour Tracking System
- Study/ TAP/ Exclusion data

**Gather information from:**
- Tutors
- Classroom teachers
- Parents
- SENCO
- LSAs

**CLARIFY PICTURE**
Look for patterns and triggers – When? Where? With Whom? Check information from on call, restorative sessions, study work
Other issues? Check SEND Provision map, student profile, CP information, careers destinations

**INDIRECT INTERVENTION**
Reminders to staff about seating plans, differentiation, quality

**DIRECT INTERVENTION**
Assign student to most relevant adult e.g. tutor, mentor, HoY, HoF etc.
Agree with student AND parent:
- What needs to change
- A strategy to help change
- Success criteria
- A timescale

**YES! CELEBRATE SUCCESS!**
Set new targets to support further success

**ASSESS IMPACT**
With student AND parent. Have success criteria been met partially/ fully?

**NO**
Try a different intervention. Consult SEN again

**ONLY WHEN A NUMBER OF INTERVENTIONS HAVE BEEN UNSUCCESSFUL...**
**ESTABLISH THE SEVERITY OF THE BEHAVIOUR**
Where the report has been effective in addressing the student needs a student will be taken off tutor report.
Discuss further options with the SENCO

**FURTHER INTERVENTION E.g.**
- Leadership positions
- bespoke targeted groups
- Mentoring
- Involvement of outside agencies

- SLT report
- Alternative provision (eg.NESSS)
- Managed move
- Modified curriculum
- Flexi-School Agreement
Appendix F

Behaviour Management escalation flow-chart

1. CDS: 3 CDS issued within one week may result in a 1 hour after school detention. Persistent CDS issued may result in additional pastoral support such as a tutor report.
2. Repeated subject detentions may result in a subject report
3. 3 SLT in one half-term may result in an extended day in the study.
4. 20 points in one half-term may result in the student being on a tutor report*
5. 40 points in one half-term may result in the student being on a HoY report*
6. 60 points in one half-term may result in the student being on a SLT report.*

* These points thresholds are subject to review and modification in light of the new behaviour policy.
Appendix G

How to Identify Bullying

Students may not always be willing to disclose when bullying is occurring. If staff suspects that there is bullying they should report this concern to the tutor, HOY or SLT. Signs to be aware of are:

- Early signs of distress
- Deterioration of work
- Unnecessary appointments with Welfare Officer
- Isolation
- A desire to remain with adults
- Erratic attendance or punctuality
- Increased absence or lateness
- Truancy
- Marked changes in personality

Instances of bullying involving staff or other adults will be resolved through the ‘staff discipline procedures’. Incidents of allegations or bullying against staff by pupils will be investigated and dealt with by the Headteacher.

8.1 Procedure

Bullying is a learned activity and thrives in situations where it can continue unchallenged and where the subject is not openly discussed. We are a ‘telling school’, which means that at every appropriate occasion the need for openness and a united stand against behaviour generally known as bullying, will be made. Student mentors, usually members of the upper School are available to support students, if required.

It is important that ALL incidents of bullying are taken seriously and are dealt with sensitively and effectively. If there is any doubt at all staff should seek support. All staff have an equal responsibility in this matter.

How children report bullying

- Students have a number of ways that they can report of bullying incidents
- Students are encouraged to seek the help of the member of staff that they feel most comfortable speaking to or the first person that they meet
- Informing parents who can then contact school

The following steps will be taken to support the student being bullied and correct the behaviour of the student who is bullying:

- The member of staff will speak to both parties either together or singly whichever is appropriate and agreed to by the student being bullied.
- The student who is bullying is expected to: Admit to the offence
  
  Apologise to the student being bullied (if appropriate)
  
  Acknowledge the harm that the actions have caused or could potentially have caused
  
  Atone, a summary of the steps that will be taken by the student who is bullying to ensure that the incident is not repeated and that action is taken to reduce the damage caused by the behaviour.

- The student who has been bullied and the student who is bullying will receive advice and support from the member of staff who is dealing with the issue. Staff will monitor the situation for a period of time after the incident with both pupils and parents.
- If it is a first offence for the student who is bullying then no further action is taken, parents are not informed but it is entered on the Behaviour Management system for both the student being bullied and the student who is bullying.
- In the case of a second offence involving the same students, parents are informed and may be asked to attend a meeting. There may also be a sanction imposed. It must be entered on the Behaviour Management system for both the student being bullied and the student who is bullying.
- Should there be a third incident the sanction of fixed term exclusion is likely to be imposed. It must be entered on the Behaviour Management system for both the student being bullied and the student who is bullying.
Appendix H: Behaviour contracts.

Behaviour contracts may be issued by departments or Heads of Year to provide a framework to support students who are not adhering to the Bishop Wand Behaviour policy.

A behaviour contract may be agreed between the school, student and parents. A behaviour contract will be tailored to each student. Each behaviour contract will be regularly reviewed with clear sanctions and outcomes where a student has not adhered to the home-school agreement signed by all students.

A behaviour contract will be issued for fixed period of time or a number of lessons.

Appendix I: Student behaviour reports

Where students persistently disrupt learning in one subject, they may be issued with a subject or faculty report. Parents will be informed of this report, which must be signed by the parents after every lesson in that subject. A subject or Faculty report will remain in place until an agreed time or outcome between the faculty or subject leader and the student.

A student may also be placed on report to a tutor, assistant head of year, head of year or to a member of the senior leadership team. A student’s behaviour will be tracked across all subjects. Parents will be contacted when a student is placed on report and are expected to sign the student report every evening. Parents and students will be informed a report has been successful or unsuccessful and the next steps.