

Bishop Stopford School – Managing Behaviour

Purpose

“Well managed schools create cultures where pupils and staff flourish in safety and dignity.”¹ We are proud of the positive behaviour exhibited in Bishop Stopford School and the way our students engage within, and beyond, the classroom.

Managing behaviour is a constant endeavour and this document sets out how we will support all students to achieve their best.

We want to ensure that:

- Our values and expectations are clearly articulated, shared with all members of the community and encouraged throughout the community.
- Student behaviour does not regularly disrupt teaching, learning or school routines.
- All members of the community create a safe, positive environment.
- All members of, and visitors to, the community feel valued and welcome.
- Any reported incidents of bullying, discrimination, aggression and derogatory language are dealt with quickly and effectively.

All who work here are responsible for encouraging, maintaining and modelling good behaviour in our school. Students are expected to treat all members of staff equally when responding to challenges to poor behaviour or sanctions.

Induction and Support

Staff will be trained so they understand our behaviour systems and how to apply them fairly and consistently. Regular safeguarding and pastoral training will be delivered throughout the school year.

Students will be taught how to behave well in our school; routines, high expectations and the behaviour systems will support self-regulation and the development of excellent behaviour for learning.

Each student is an individual and some students will need more support to self-regulate and manage their behaviour. The dedicated Pastoral, Safeguarding and Wellbeing team will provide support (and reasonable adjustments) for those whose additional needs might influence their behaviour.

School Systems

Our core values of faith, justice, responsibility, truth and compassion underpin our expectations of behaviour and attitudes. We do not have an exhaustive list of school rules but instead strive for all members of our community to live out these values

¹ Behaviour in Schools 2022: [Behaviour in schools guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101441/behaviour-in-schools-guidance.pdf)

every day. As a Church of England school, we believe in the value of each individual and their extraordinary potential.

Rewards

We believe in celebration; we want to recognise positive attitudes, fulfilment of Core Values and personal and corporate success. Students are awarded House Points for the following:

- Actively engaging with learning;
- Acting justly;
- Actively participating in the wider life of the school;
- Actively supporting learning;
- Acting with compassion;
- Attending punctually
- Being truthful;
- Celebrating diversity;
- Contributing to school life;
- Demonstrating responsibility;
- Exceptional performance.
- Moving safely around the school site
- Practising faith;
- Representing the school;
- Using technology appropriately and purposefully;
- Wearing their uniform with pride;
- Working to the best of their ability;
- ;

Students are awarded House Points by members of staff and these contribute to individual rewards and overall House scores. Students and parents are notified at key milestones through reward certificates:

Bronze – 25 points

Silver – 50 points

Gold – 100 points

Platinum – 150 points

Headteacher's Award – 250 points

Termly celebration assemblies also offer an opportunity to recognise the outworking of our core values through Form Tutor and Head of Year Awards.

Sanctions

'Good behaviour in schools is central to a good education.'² Our responsibility is to ensure that all students can learn effectively in school. We are proud of the culture of learning at Bishop Stopford School and the effort that our students and staff make to maintain a calm, safe and supportive environment.

There will be times when students' behaviour impedes the safe and orderly running of the school. Sanctions will be imposed for behaviour which fall short of our expectations. We have identified traits which lead to students being unprepared for lessons, those that show a failure to uphold our Core Values and those which put others at risk:

- Being late to lesson/s
- Being unprepared for lesson/s
- Failing to complete homework
- Wearing incorrect uniform

- Acting dishonestly
- Acting without compassion
- Acting without justice
- Bringing the school into disrepute
- Denying the opportunity for practising faith
- Disengaging with learning
- Disrupting or inhibiting learning
- Disrupting or inhibiting the wider life of the school
- Engaging at a limited or superficial level
- Failing to take responsibility
- Moving unsafely around the school site
- Using technology inappropriately

- Child on child abuse
- Harmful sexual behaviour
- Intolerant behaviour (phobic/sexist actions)
- Physical/verbal aggression
- Racist incident

We have an escalation process for inappropriate behaviour in lessons:

- Verbal warning
- Lunchtime detention
- Second verbal warning
- After school detention
- Removal from the classroom (to another classroom or the Pastoral, Safeguarding, Wellbeing Team)

² Behaviour in Schools 2022: Behaviour in schools guidance (publishing.service.gov.uk)

Removal is the last resort and will only be used when

- a) there is no change in a student's behaviour despite appropriate intervention and warning, or
- b) when there is a risk of harm to other students.

When a student is removed, they will receive an after school detention and be on subject report for two weeks. Contact with home will be made to communicate the concern.

At times, there will be a need to impose 'Extraordinary Sanctions' for extraordinary behaviour. Our 'Extraordinary Sanctions Guide'³ outlines the range of sanctions which could be applied. Each case will be evaluated individually.

Mobiles Devices and Headphones

As a school, we do not allow phones or smart devices to be used during the school day by students in Years 7 – 11. Sixth Form students can use their phones in specific, nominated areas of the school. This is because mobile phones and smart devices often distract from learning and, when used inappropriately or unkindly, can hinder positive relationships within the community.

We have a 'Gate to Gate' policy which means that all students must remove headphones or ear buds, turn off phones and put them in their bags before they enter the school. They should not be carried in pockets, kept in hands or kept on during the school day. If phones or headphones are seen or used around the site, they will be confiscated.⁴

Detentions

The school uses a range of detentions as a response to student behaviour:

- Administrative detentions for missing equipment, uniform or homework
- Behavioural detentions for negative behaviour in the classroom
- Pastoral detentions for negative behaviour around the school site
- After School detentions

The school will notify parents of detentions. We aim to give notice for after school detentions, but reserve the right to issue these on the same-day, where this is appropriate.⁵

Participation in School Activities

³ Linked document: Extraordinary Sanctions

⁴ Linked policy: Mobile device policy

⁵ Behaviour in Schools 2022: [Behaviour in schools guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/90444/behaviour-in-schools-guidance.pdf)

It is a privilege to represent the school. Students whose behaviour repeatedly falls below our expectations, or where a single incident gives serious cause for concern, will not be permitted to engage in representation activities, or school trips and events, until there is sustained improvement evident in their behaviour.

In these cases, school staff will work with parents to support the student in making positive changes. Reports will be used to monitor behaviour and decisions about representing the school or attending trips will be made within suitable timeframes.

Child-on-child Abuse

This is where one child intentionally harms another, physically, sexually or emotionally. It can happen in person or online. Child-on-child abuse is *never* acceptable. Students are taught about such abuse as part of regular safeguarding assemblies, through PHSE and in other lessons too. Our routines and values serve as daily reminders of our need to treat others with kindness, respect and tolerance. Where students engage in child-on-child abuse, sanctions will be applied on a case-by-case basis.

Bullying

Bullying is the repeated behaviour of an individual or group who seek to intentionally hurt another student or students. Bullying can be physical, verbal or psychological and it can happen face to face or online. Students can report this through their trusted adult or through the email address: itsnotok@bishopstopford.com.

Bullying will never be tolerated; it will be investigated by members of the Pastoral, Safeguarding and Wellbeing Team and sanctions will be applied on a case-by-case basis. We will work closely with families and ongoing support will be given to ensure bullying behaviour ceases.

Internal Exclusions and External Suspensions

In cases of serious misbehaviour, internal exclusions and external suspensions will be imposed.

Internal exclusions: students remain in school to fulfil this sanction, but they are removed from the school community because their choices have impacted others negatively or put others at harm. Appropriate work will be provided for students.

A student is likely to be placed on report to support the management of their conduct following this sanction.

External suspension: this is a very serious sanction and students are prevented from attending the school site. These are imposed where a student's behaviour has violated our Core Values or put others at risk. Parents are responsible for ensuring

their children are not in a public space during the school day and that they complete the work provided by the school in these circumstances.

Readmittance meetings with a member of the Senior Leadership Team follow a fixed term suspension to review the issues and to ensure a successful return to the school community. It is likely that a student will be placed on report to support the management of their conduct as they return.

If the behaviour exhibited is extreme to the point that it puts the community at serious risk, students may be permanently excluded and will no longer be able to attend the school.

Persistent Poor Behaviour

Persistent poor behaviour refers to continued negative choices made by a student in spite of sanction, support and intervention. These have a detrimental impact on the school community. Where these behaviours persist, families will be invited to meet with a panel of Governors to discuss the student's behaviour and to make an appropriate plan, agreed by the student and their parent, to change their behaviour in school.

In the most extreme circumstances, where there is a failure to engage or inability to meet the requirements of the plan, further action will be taken. The school may work with parents to find another learning environment that is more suited to the student (a 'managed move') or, in the most extreme cases, permanent exclusion will be used.

Reports

Reports are used to support students to self-regulate; they help students to recognise the features of poor behaviour and identify whether there are particular patterns or challenges. They also allow us to track positive behaviour which we can celebrate together.

We have a variety of reports which monitor behaviour daily:

- Form tutor report
- Head of Year report
- Head of Key Stage report
- Senior Leadership Team report

We also have subject specific reports that monitor behaviour, attitude and progress in lessons

Students take reports home so that parents are informed of behaviour and attitudes daily. Best success comes, as ever, through partnership with home. We actively encourage parents to sign reports and to be involved in the monitoring process.

Behaviour Outside School

Behaviour outside school can be rewarded or sanctioned by the school.

Conduct which can be rewarded includes:

- Core values in action;
- Excellent behaviour noticed by a member of the public when a student is identifiable as a student at the school;
- Excellent behaviour on a school-organised activity;
- Excellent behaviour when travelling to or from school;
- Excellent behaviour which actively supports other students;
- Excellent behaviour which positively affects the reputation of the school.

Conduct outside the school which can be sanctioned includes:

- Poor behaviour when taking part in a school-organised activity;
- Poor behaviour when travelling to or from school;
- Poor behaviour when wearing school uniform, or in some other way being identifiable as a student at our school;
- Poor behaviour which might have repercussions for the orderly running of the school;
- Poor behaviour which poses a threat to others;
- Poor behaviour which could adversely affect the reputation of the school.

Behaviour Online

We have the same high expectations of behaviour online as we do on the school site. When students access our school network, they are required to agree to our expectations; failure to do so results in sanctions. These are set out in our Acceptable Use Agreement and Bring Your Own Device Policy.⁶

We actively teach students how to be safe online, both in Computing, PSHE and other curriculum lessons. Specific assemblies and form times are also dedicated to learning about and practising online safety. We are guided by the 4 Cs:

Content – what young people will see and experience;

Contact – who they will interact with and how they know;

Conduct – how they, and others, behave online;

Commerce – exposure to gambling, advertising and scams.

It is important to distinguish responsibilities around online practices. The Department for Education provides the following clarification: 'Many online behaviour incidents

⁶ Linked document and policy: Acceptable Use Agreement and BYOD policy

amongst young people occur outside the school day and off the school premises. Parents⁷ are responsible for this behaviour.⁸

The school will support parents in this area through advice and guidance. In line with Department for Education guidance, sanctions will only be considered regarding online incidents which take place away from the school site if:

- The behaviour poses a threat or causes harm to another student in school;
- The behaviour demonstrates misuse of school systems;
- The behaviour could have repercussions for the orderly running of the school;
- The behaviour could adversely affect the reputation of the school.

Reasonable Force

The DfE guidance gives lawful reasons for the use of reasonable force as set out below:

“There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’.”

“Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.”

“Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.”

“When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.”

⁷ The Education Act 1996 defines 'a parent' as the natural parents of the student' as well as a person: (a) 'who is not a parent, but who has parental responsibility', or (b) 'who has care of the student'.

⁸ Behaviour in Schools 2022: [Behaviour in schools guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101421/behaviour-in-schools-guidance.pdf)

Searching, Screening and Confiscation

Searching is used to ensure our school is a safe environment for everyone. Authorised staff⁹ have a statutory right to search a student or their possessions¹⁰ where they have reasonable grounds to suspect that student may have a prohibited item or one which our Behaviour Policy identifies as an item for which we may conduct a search.

Prohibited items:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;

any article 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 of; any person (including the pupil).

an article specified in regulations:

- tobacco and cigarette papers;
- fireworks; and
- pornographic images.

The following are additional items we identify which may be subject of a search:

- Headphones or equivalent;
- Items which disrupt, inhibit or distract from learning.
- Items which could be used as weapons;
- Items which may have been used in an incident on the school site;
- Mobile phones or 'smart' devices;
- Vapes or e-cigarettes;

The DfE sets out expectations for safe searches. In line with their guidance, a search at Bishop Stopford School means asking students to empty their jackets, bags and pockets in the presence of two members of staff, one of whom will be the same sex as the student.¹¹ If a student does not consent to participate in the search, parents will be called and asked to be present, or, if the school believes the community to be at risk, to remove their child from the premises.

Parents will always be notified if a search has taken place and the outcome of that search as soon as is practicable. If an item listed above is found, appropriate sanctions will be applied.

⁹ 'Authorised staff refers to any staff the Headteacher has designated. This includes, but is not limited to, all members of the SLT and the PSW team.

¹⁰ Searching, Screening and confiscation: [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/614222/Searching_Screening_and_Confiscation.pdf)

¹¹ The DfE makes exceptions for the sex of the members of staff in specific situations: Searching, Screening and confiscation: [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/614222/Searching_Screening_and_Confiscation.pdf).

A record of any search will be recorded on our safeguarding platform.

Appendix 1: Linked documentation and policies

This document works in conjunction with a range of school policies and documentation, as listed below.

- a) Acceptable Use Agreement
- b) Behaviour Policy
- c) Bring Your Own Device Policy
- d) CCTV Policy
- e) Child Protection (Safeguarding) Policy
- f) Extraordinary sanctions
- g) Mobile Device Policy

Appendix 2: BSS Sanctions and Rewards process

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Behaviour Process

Phase	Sanction	Record	Person responsible
1	Verbal warning	Entry on SIMS	Class teacher
2	Contact with home and 30 min lunchtime detention	Entry on SIMS	Class teacher/Faculty area/HoY if in form time
3	Second verbal warning	Entry on SIMS	Class teacher/Faculty area/HoY if in form time
Removal from classroom: a) persistent poor behaviour OR b) behaviour that falls into the following categories: racist/intolerant, verbally or physically aggressive, peer-on-peer abuse or HSB			
4	45 min after school detention and contact with home; two week subject or pastoral report	Entry on SIMS	Contact with home: Head of Department/Faculty/HoY; Detention run by teacher on rota
Further possible interventions:			
5	Intervention from HoY; contact with home; two week behaviour report	Entry on SIMS	Head of Year
6	Red Report with daily check ins; contact with home	Entry on SIMS	Head of Key Stage
7	Internal Exclusion; meeting with parents	Entry on SIMS	Deputy Headteacher
8	Fixed term external suspension with meeting with parents	Entry on SIMS	Headteacher

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Administrative Sanctions

In order to maintain the highest standards we expect students to be prepared for their lessons.

Phase	Sanction	Record	Person responsible
1	Verbal warning	Entry on SIMS	Class teacher
2	15 min detention	Entry on SIMS	Class teacher
3	Contact with home	Entry on SIMS	Class teacher
Then move to stage 3 of behaviour policy - sanction for failure to take responsibility.			

Rewards

Phase	Action	Record	Person responsible
1	Award House Points	Entry on SIMS	Member of staff involved
2	Bronze certificate (25 points) and email home	Entry on SIMS	Form Tutor emails home; Head of Year provides certificate
3	Silver certificate (50 points) and contact with home	Entry on SIMS	Head of Year
4	Gold certificate (100 points) and contact with home	Entry on SIMS	Head of Key Stage
5	Platinum certificate (150 points) and contact with home	Entry on SIMS	Deputy Headteacher
6	Headteacher's Award (250 points)	Entry on SIMS	Headteacher

Appendix 3: Department for Education documentation

Keeping Children Safe in Education 2022: [Keeping children safe in education 2022 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101311/keeping-children-safe-in-education-2022.pdf)

Behaviour in Schools 2022: [Behaviour in schools guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101311/behaviour-in-schools-guidance.pdf)

Suspension and Exclusion guidance 2022: [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101311/suspension-and-exclusion-guidance-2022.pdf)

Searching, screening and confiscation 2022: [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101311/searching-screening-and-confiscation-2022.pdf)