



Mission Statement

Bristol Cathedral Choir School is a Church of England Academy with an ethos reflecting the Christian faith and with music and mathematics as its specialisms.

It aspires to be a learning community where all achieve their full potential in a supportive and tolerant environment, so that they can contribute fully to the society in which they live.

Name of policy	Behaviour Management Policy
Author of policy	Kings Educational Consultants Ltd
Governing group responsible for the policy	Education Committee
Date approved at Committee	April 2015
Date approved by Governors	April 2015
Date to be reviewed	September 2017

Introduction

The Governing Body believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. The Principal, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Principal will keep the Governing Body informed.

The Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness. The review will take place in consultation with the students, staff and parents.

Principles

'BCCS celebrates excellence centred on a happy and supportive environment.'

1.1 This policy is based on the following principles:

- BCCS's behaviour management policy should be simple, consistent and fair
- BCCS has an ethos of success and respect, whilst understanding that its staff and students all have different needs
- BCCS staff have an important role to play in teaching students the skills of respect, co-operation and self-discipline
- Happy children and staff makes for a better learning environment and therefore positive expectations are the norm
- Challenging behaviours are often a symptom of unmet needs
- Everyone who is part of the BCCS community has the right to learn and work without threat of fear, including on-line.

Encouraging Positive Behaviour

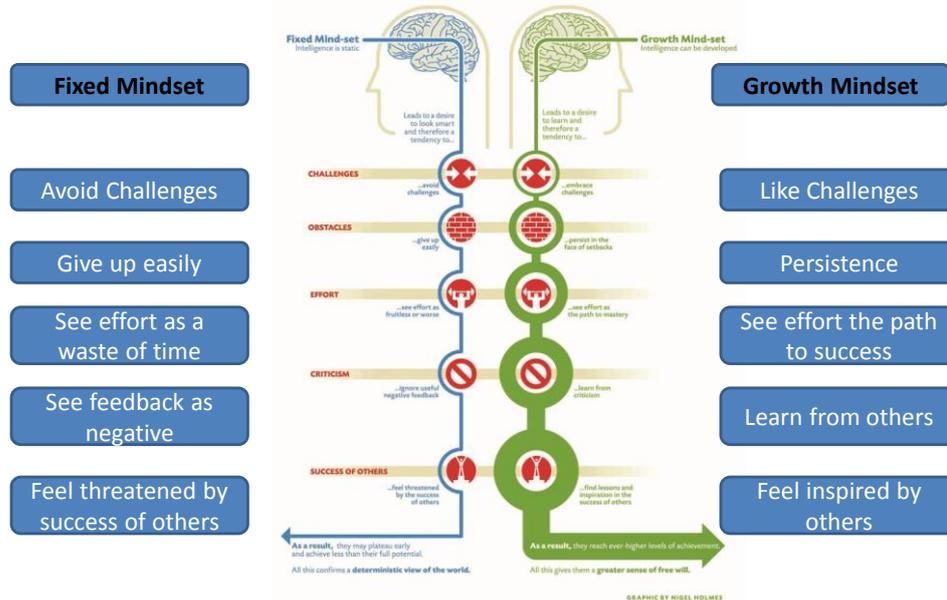
- Everyone in the school community should provide a positive role model
- Positive behaviour is everyone's responsibility

Code of Conduct

The BCCS new Code of Conduct is based on a simple principle of respect, for oneself, for others and for the school environment. This includes:

- Good manners must be shown at all times. Everyone should always demonstrate consideration for other people, their safety and their property.
- Respect must always be shown towards the schools' and other people's property.
- Respect for the school environment makes everyone's working conditions more pleasant.
- Respect must always be shown to each individual. Each individual is a valued member of the school community. Bad language is offensive.
- Students and staff must not misuse the internet or other communication technologies such as texting, social networking, email etc.
- Students arrive to lessons on time. Punctuality to school, lessons and other commitments is essential.
- Students arrive at lessons ready to learn.
- Pride in appearance by wearing the correct school uniform and have the correct school PE kit.
- Students should take pride in their work and produce something they would be proud to show others.
- Students meet deadlines set and staff to hand back work in a timely manner.
- By their actions and behaviour all members of the community provide an environment which is safe, happy and allows every individual the opportunity to succeed.
- All members of the community to demonstrate a growth mind-set.

Mindset



This code of conduct applies to all members of the school community inside school, travelling to/from school, on the school playing fields, attending any school fixture, trip or event and any interaction between members of the community outside of school, including over the internet or other communication technology interactions.

Responsibilities

The behaviour of students in the school is the responsibility of everyone and all members of the school community anyone contravening the school rules.

The behaviour of students in a classroom environment is first and foremost the responsibility of the classroom teacher. Persistent poor behaviour should be referred to the Head of Subject, who should liaise with the appropriate House Leader to decide on the appropriate steps that need to be taken. Parents/carers should be informed of any behaviour which gives cause for concern.

In cases of extreme behaviour the House Leader should discuss the matter with a member of SLT. If there is extreme behaviour during a lesson, staff should email BCCS SLT and the BCCS Class Support who will attend as soon as possible.

In order to uphold our values, rewards and sanctions need to be consistently applied by all staff, to all students.

Rewards

Bristol Cathedral Choir School recognises that student achievement, endeavour and improvement should be rewarded. This is done through a House point system with House points awarded for

- courtesy
- wisdom

- fellowship

House points are rewarded throughout the school from years 7 to 13 and are given out to individuals as well as Houses for particular competitions.

Recognition and praise is also given in a variety of ways such as:

- Verbal praise
- Written comments in exercise books
- Reports
- Effort grades
- End of term celebration assemblies
- Sports colours
- Announcements in House Assemblies
- Displaying work
- Praise post cards
- Principal's post cards and one to one with principal
- 'Squash and biscuits' with Principal
- Reports in newsletter
- Phone calls and emails home
- Reports on the VLE

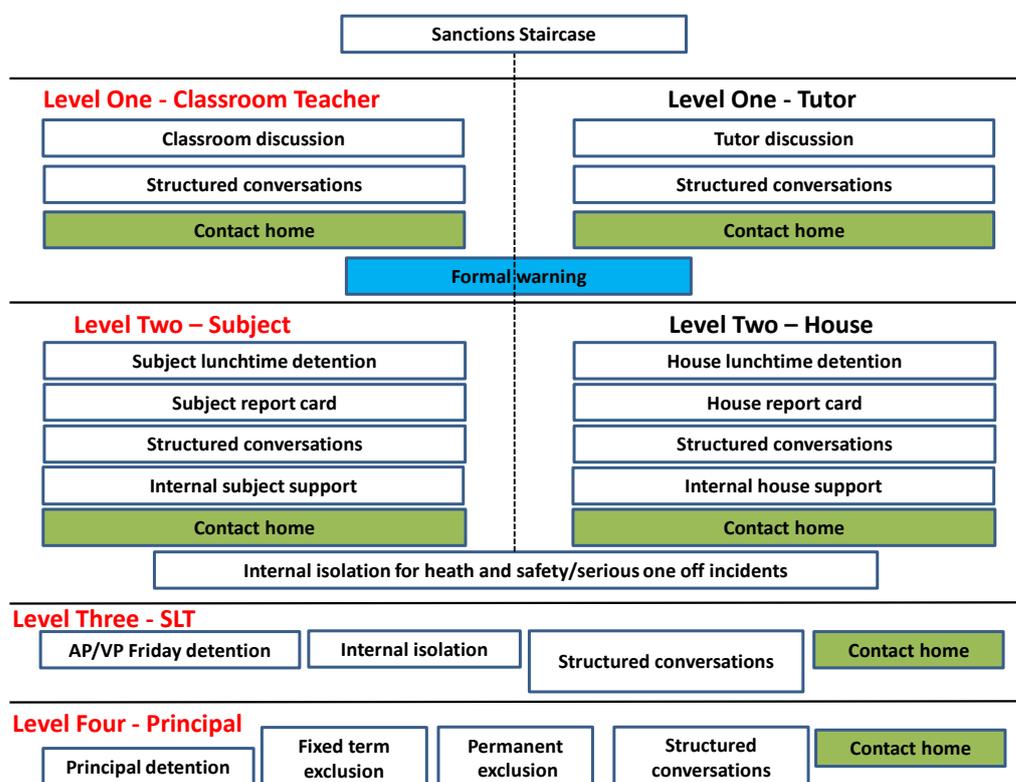
Sanctions

It is expected that through an appropriate curriculum, good resources, appropriate teaching strategies, and the support of the House system the requirement to implement sanctions will be at a minimum.

Throughout the sanction process it is imperative that positive strategies are explored with the student to help the student to progress. A discussion of the student's behaviour directly through a structured conversation, including expectations of what positive behaviour looks like, and the setting of structured targets should, wherever possible, be conducted (see Structured Conversations document).

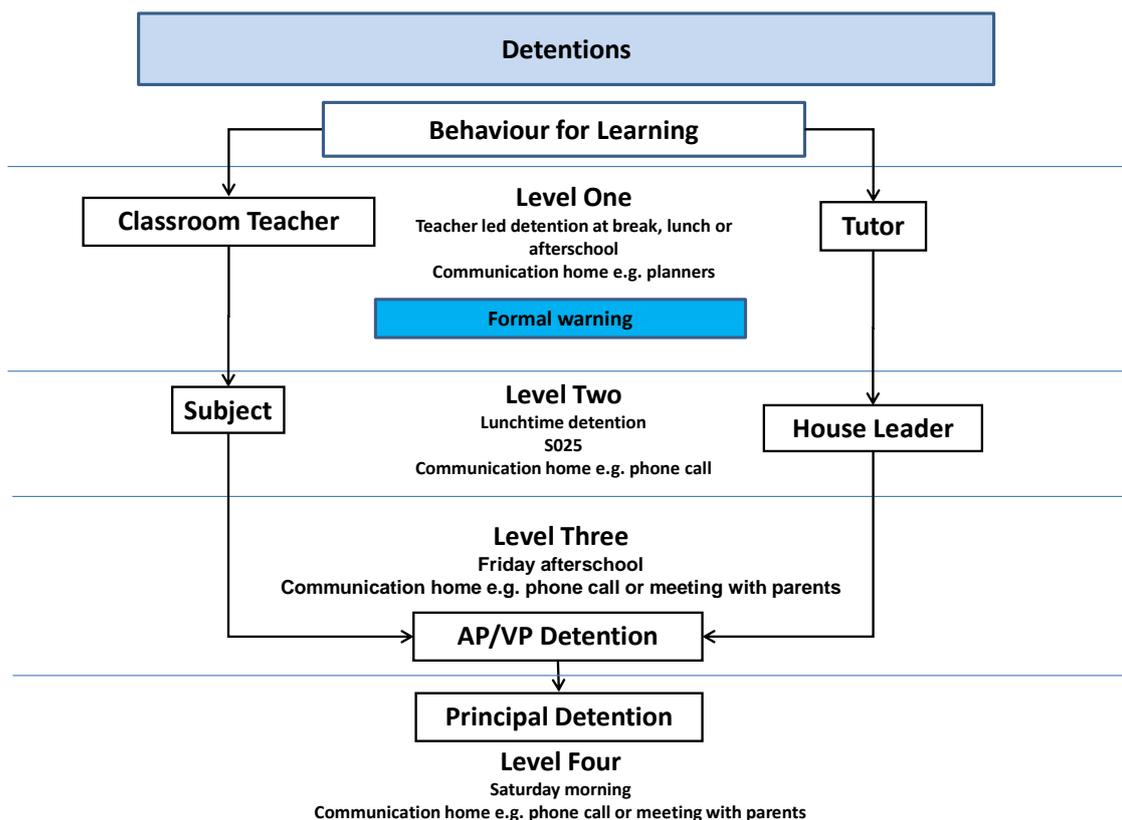
In addition, staff should be making contact with home where there are persistent level 1 or 2 sanctions, in addition to all Level 3 and 4 sanctions. Contact home should be to inform the parents/carers, but also to explore how best we can all support the student (see Structured Conversations document). Staff are requested to please double check SIMS (or with tutors or House Leaders if not clear) for any reasons why contacting home may not be appropriate.

Sanctions Escalation Process



For more specifics about these individual sanctions please see descriptors below.

Detentions Escalation Process



Level One

Classroom/Tutor sanctions:

In addition, to normal classroom sanctions, classroom teachers/tutors can issue a brief detention. This will be taken by the member of staff issuing the detention. The detention can be set for a break, lunch or afterschool. It might involve a student completing class work or homework and/or make up any time lost due to misbehaviour. If a student fails to attend this detention then the member of staff may enter them into a Level 2 detention. It is suggested that the staff use this time with the student to have a 1-to-1 and set structured targets for that lesson/tutor time. Classroom/Tutor detentions should be communicated home (e.g. recorded in student planners) with a description of the issue and a structured target for student to focus on.

Level Two

Internal Support:

Internal Subject Support

Where a student is demonstrating persistent disruptive behaviour in a tutor they can be internally supported by the House by being removed and placed elsewhere. This may then lead to a further sanction, such as a Level 2 or level 3 Detention, set by the House Leader.

Internal House Support

Where a student is demonstrating persistent disruptive behaviour in a tutor group they can be internally supported by the House by being

removed and placed elsewhere. This will then lead to a further sanction, such as a Level 2 Detention, set by the House Leader.

Level 2 Detention:

Subject Leader:

Staff can issue Level 2 detentions for issues in lessons, including lack of equipment, lateness, homework and other similar misdemeanours. Level 2 detentions are for 30 minutes. If a student fails to attend a Level 2 the Subject Leader can reset the detention or set a Level 3 VP Detention.

House Detention:

Staff can issue Level 2 detentions for issues in tutor or outside of lessons. Level 2 detentions are for 30 minutes. If a student fails to attend a Level 2 the House Leader can reset the detention or set a Level 3 VP Detention.

Lunchtime detentions should be communicated home by the member of staff setting the detention. Communication should include the reason for the detention and the structured targets agreed with the student going forward.

It is the responsibility of the Subject Leader or the House Leader to reset the Lunchtime Detention or set the Level 3 VP Detention and to communicate with the student's home.

If a student receives 3 lunchtime detentions within a half-term the House Leader will communicate with home with the reasons for the detentions and apply a Level 3 VP Detention.

Day	Lunchtime detention	Staffed by
Monday	House	House Leader
Tuesday	Subject	Subject Leader
Wednesday	Subject	Subject Leader
Thursday	Subject	Subject Leader
Friday	House	House Leader

To mitigate scheduling issues House and Subject detentions are to be set up in SIMs to prevent double booking. The student will be entered into the nearest available lunchtime detention regardless of whether it is the subject route or the pastoral route. A rota will be arranged detailing which Subject Leader/House Leader is administering which lunchtime detention which week, and the person responsible will administer the lunchtime detention for all students sanctioned for that specific day. The lunchtime detentions will all take place in R201.

Where a student becomes a serial and persistent Level 2 offender, a decision needs to be made by House/Subject Leaders to escalate higher to Level 3 and perhaps on to Level 4 by a member of SLT. In addition there could be other bespoke intervention and support strategies for these students, such as meetings with parents, report cards, internal isolation etc.

Lunchtime detentions should be set as soon as possible (ideally no later than the day after the offence). Level 2 detentions will be served in R201 for 30 minutes.

Report cards:

Subject Leader Report Card

Where a student is displaying poor effort in a particular lesson a Subject report card may be used to monitor the student in all that subject's lessons. This may run for one or two weeks and the report card will be emailed home. The student will be expected to meet regularly with the Subject Leader to monitor progress. The Subject Leader will need to have discussed with House Leaders to ensure that the student's poor effort is not across other subjects. If poor effort is across other subjects then a House Report Card is applicable.

House Report Card

Where a student is displaying poor effort in a number of lessons a House report card may be used to monitor the student in all their lessons. This may occur for one or two weeks and the report card will be emailed home. The House Leader will meet regularly with the student to monitor progress.

Report cards should be implemented after a 1-to-1 meeting with the student setting expectations and targets. The Subject Leader or House Leader should also communicate with home.

Internal Isolation

When a student is a risk to him/herself or a risk to the safety of others, then a student may be removed from lessons and taken to the Student Support Centre. Work must be provided by teachers for the student to complete in the SSC. Internal exclusion may also be used for serious one off incidents. The Student Support Centre is looked after by the school's Behaviour Support Assistant. As part of any sanction that necessitates a student spending time in the SSC the behaviour support assistant will spend time with the student discussing any issues that may help prevent a repeat occurrence of similar behaviour. This is reported home on the day of the incident. Incidents requiring Internal Exclusion may lead to further sanctions. Communication home is required.

Level Three

Authorised by House Leaders, Subject Leader or SLT.

Level 3 VP Detention

For more serious incidents, persistent poor behaviour etc. House Leaders, Subject Leaders and SLT can issue a Level 3 VP Detention. This will be an afterschool detention for 60 minutes every Friday. The House Leader, Subject Leader or SLT setting the detention will communicate with the student's home about the detention with a phone call and letter. A follow up meeting with the student and their parents/carers will be required.

Internal Isolation

Internal exclusion can also be used for very serious one off incidents. Communication home is required and possibly a follow up meeting with parents/carers.

Level Four

Level 4 Principal's Saturday Detention

Authorised by a member of SLT for an accumulation of poor behaviour or a single incident that it is deemed serious enough. The detention will take place on a Saturday morning for 3 hours. This detention is reported home through a letter

and a phone call/email by the member of SLT setting the detention. A follow up meeting with the student and their parents/carers will be required.

Fixed Term Exclusion

The Principal can decide to exclude a student from school for up to 45 days in a school year for serious breaches of the school's discipline policy. If the Principal is absent then the Vice Principal can make this decision. All Fixed Term Exclusions will result in an immediate phone call home to explain the incident that has occurred. This will then be followed up with a letter from the Principal explaining, in detail, the reasons for the exclusion and inviting parents/carers to a reintegration meeting following the exclusion. Fixed Term Exclusions will be carried out in accordance with Government guidance.

Permanent Exclusion

This represents the ultimate sanction. It is recommended by the Principal and authorised by the Governing body. The decision to permanently exclude a child is a very serious one. It is the final in the process of dealing with disciplinary offences when other strategies have been tried and failed. It may also be used for one-off cases when the offence is deemed serious enough. Permanent exclusions will be carried out in accordance with Government Guidance.

Other Sanctions

- Community service (carrying out a useful task around the school site)
- Withdrawal from a particular lesson or peer group
- Withdrawal from the ICT system of the school
- Withholding of participation in a school trip or sports event
- Withdrawal of lunchtime or break-time privileges

Policies Linked to Behaviour Management Policy

Anti-bullying policy

Internet usage policy

Attendance policy

Exclusion Policy

Structured Conversations

SIMS and Behaviour Management

Appendix

Bristol Cathedral Choir School Expectations

School Expectations

- Good manners should be shown at all times.
- Respect must always be shown towards the school's and other people's property.
- Punctuality to school, lessons and commitments is essential.
- Pupils should take pride in their appearance and wear correct school uniform.
- Be ready to work.
- Work to the best of your ability and allow others to work.
- Upholding the school's reputation at all times.

Code of Conduct as published in student planner.

School Rules

All pupils are expected to abide by the following school code of conduct and school rules. Failure to follow school rules may attract various forms of punishment; these are covered in the school's Sanctions Policy.

CODE OF CONDUCT

A – Good manners should be shown at all times. Everyone should always demonstrate consideration for other people, their safety and their property.

B – Respect must always be shown towards the school's and other people's property.

C – Respect for the school environment makes everyone's working conditions more pleasant. Dropping litter is anti-social and culprits should be reported to a member of staff. All litter should be disposed of in the appropriate bins.

D – Respect must always be shown to each individual. Any kind of abuse or bullying should be reported to a teacher straightaway. Bullying – physical or verbal – and violent conduct will always be dealt with severely.

E – Punctuality to school, lessons and other commitments is essential. Pupils should arrive in tutor rooms ready for registration by 8.50am and 2.05pm for period 5. Arrival after this time must be recorded in the late book in the office.

F – Pupils should take pride in their appearance and wear correct school uniform.

G – The student planner must be available in all lessons and kept up to date on a daily basis.

H – Detentions take precedence over all other activities. Failure to attend school detention is considered to be a serious breach of school rules.

I – It is important that any absence is reported to the Attendance Officer. The school is not permitted by law to grant leave of absence for family holidays for more than 10 school days in any one year. Written requests for this should be made in advance to the Principal.

J – Pupils should take a pride in all work they do, and always meet deadlines.

RULES

A – Those waiting to enter a room should wait quietly and in single file.

B – Bags should be carried at one's side not over the shoulder.

C – All litter should be placed in the litter bins.

D – Doors should be held open, not allowed to close in other peoples' faces.

E – Pupils should observe appropriate health and safety regulations in and around the school.

The following rules will automatically attract discipline and sanctions if ignored:

A – Smoking and smoking materials are not permitted on the school premises.

B – Student planners must be taken to all lessons and be regularly completed.

C – School uniform, as defined in the Uniform Policy, must be worn inside the

building at all times.

D – Pupils must not climb on the school roofs or fences.

E – Pupils must not write on, or deface walls, desks, displays or other school property.

F – Cycling and skateboarding is not permitted within the school grounds.

G – Mobile phones are allowed in school but should not be seen, heard or used during lessons.

H – ipods and mp3 players may only be used in lessons when given direct permission by staff.

H – Pupils may not use foul or abusive language.

I – No bullying (verbal or physical) or violent conduct will be tolerated.

J – Truancy from lessons or school is unacceptable.

Items which are banned

Under no circumstances may the following be brought into school:

A – Offensive weapons e.g. guns, knives, and dangerous sprays.

B – Racist materials.

C – Pornographic materials.

D – Lighters, matches, fireworks, pocket lasers.

E – Computer software,

F – Cigarettes, alcohol, illegal drugs.

We advise against bringing the following items:

A – Valuable or expensive items (because of the security risk)

B – Large personal items which cannot be used in school and are awkward to store

C – Large amounts of cash

The school accepts no responsibility for the loss or damage of personal items brought into school.

Bans

We may ban any item which interferes with the smooth running of the school.

The ban may refer to all pupils or to individuals who have created a nuisance.

Bounds

Years 7 – 11 are not permitted off school site at any time. The bounds extend only to the Cathedral precinct between the Gatehouse and the Cathedral.

Food and drink

Food and drink is to be consumed inside the Cafe. Chewing gum is not permitted on school premises.

Pupils are permitted to take clear water bottles containing water into lessons (except laboratories).

School Day

The school is open to students from 8.30am – 4.15pm. Students must not be on school site outside these times unless involved in an official supervised school activity. Students are not permitted into classrooms until 8.30am. Students may use the café or library from 8am and the library is open from 4pm – 5pm Monday – Thursday.

Travel to and from school

Students are expected to adhere to the uniform policy whenever they are representing the school or on the school site. School rules apply on journeys to and from school.

Cars and motorbikes

Students are only permitted to drive a car or motorbike to school if it has been registered with the Principal. No student may park a car in the school car park. No lifts are to be given to other students without the permission of the Principal and all parents involved.

Expectations outside lessons

The expectations outlined here apply when students are coming to and going from school, when in the locality, when on school visits, and when travelling on public transport.

PUNCTUALITY

Registration Routines:

- Tutees register promptly at 8.50am in the classroom properly dressed (/)
- Tutees arriving after this are marked late by tutor (L)
- Students arriving after 9am (or if they have missed their tutor) sign in at the office and then go to tutor time/assembly; they are marked late by Attendance Officer (L)
- If students sign in after 9.45am this will count against their attendance

Sanctions for late registration

Typically, in any half term:

<u>Lateness</u>	<u>Staff</u>	<u>Sanction</u>
• 2 Lates or more letter is needed*	SAFS meeting	SAFS decide if standard
• Lateness persists without satisfactory reason	House Leader	Level 3 Detention
• No resolution/improvement	SLT	SLT involvement

** discretion for SAFS if there are particular circumstances which warrant a different strategy/response*