

Bristol Cathedral Choir School



Bristol Cathedral Choir School is shaped by the Christian vision:

Gathered together, that all may thrive.

Underpinned by the core values of ***kindness, courage and hope*** all students are encouraged to discover and achieve their full potential. BCCS is a community that values and celebrates diversity in which everyone has a unique role to play.

Name of policy	Behaviour Management Policy (incorporating Uniform)
Author of policy	Matthew Maw
Governor responsible for the policy	Garry Porter
Date approved by Governors	2019
Date to be reviewed	Sept 2021

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 Head of School, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures in order to ensure that their operation is effective, fair and consistent. The Head of School 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

Bristol Cathedral Choir School (BCCS) celebrates excellence centred on a happy and supportive environment. The school's values of **kindness, courage and hope** are integral to achieving that.

This policy is based on the following principles:

- The school'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 students and staff make for a better learning environment and therefore positive expectations are the norm
- Challenging behaviours may be a symptom of unmet needs
- Everyone who is part of the BCCS community has the right to learn and work without fear, including on-line

Encouraging Positive Behaviour

Everyone in the school community should model positive behaviour for others.

- All staff recognise and reward good behaviour
- Our reward system is clearly displayed around the school
- Behaviour agreements or reports are issued when individual students need to focus on specific areas of the Code of Conduct (Appendix 1) and are not viewed as a punishment
- All students are actively involved in setting and reviewing their own targets for behaviour for learning
- Students who are involved in poor behaviour are required to reflect and consider more appropriate responses and coping strategies
- Staff are provided guidance for students with specific needs which are regularly reviewed and updated

Rewards

BCCS recognises that student achievement, endeavour and improvement should be rewarded to help them understand our expectations of them. Rewards are applied fairly and consistently by all staff. BCCS uses a range of rewards for students, from house points to celebration trips. See Appendix 2 - House rewards.

House points are awarded throughout the school from years 7 to 13 and are given out to individuals as well as Houses for particular competitions. House points may be awarded for demonstrating the school's values of kindness, hope and courage or for outstanding effort or participation.

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.

The school has a range of sanctions available to it. Please see Appendix 3 for further details. Whilst every incident is judged on the information available, a table of typical sanctions is available in Appendix 7.

Section 91 of the Education and Inspections Act 2006 sets out the statutory power for teachers and certain other school staff to discipline students. This power extends to regulating students' conduct and disciplining students for their misbehaviour outside school premises (refer to Appendix 4).

The power to discipline: what it means

- All school staff have the power to discipline and to issue rewards
- BCCS has a statutory power to discipline students for breaches of school rules, failure to follow instructions or other unacceptable conduct
- The Head of School may limit/extend the power to apply particular sanctions to certain staff
- Any sanction will not breach any other legislation (for example in respect of special educational needs and disabilities (SEND), race and other equalities and human rights) and it must be reasonable in all the circumstances. Account must be taken of the pupil's age, any SEND they may have, and any religious requirements affecting them

In line with the Education and Inspections Act 2006, BCCS uses disciplinary sanctions for three main purposes, namely to:

- Emphasise to the student that what he or she has done is unacceptable
- Discourage the student from repeating that behaviour
- Signal to other students that the behaviour is unacceptable and deter them from doing it

For more information please see Appendix 4.

Inclusion

BCCS believes that staff and students alike are far more likely to behave appropriately and positively if they feel included and valued within the school.

- Staff should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the school's safeguarding policy. They should also consider whether continuing disruptive behaviour

- might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary
- BCCS acknowledges that a 'one size fits all' Behaviour for Learning Policy will not be appropriate for all students. Students *might* behave inappropriately if they:
 - 1 Do not have the cognitive, physical or social and emotional competences necessary to understand and follow a school rule
 - 2 Have never been taught the skills they need in order to regulate their emotions or behave appropriately in social situations
 - 3 Are vulnerable and although they have the necessary understanding and competences to follow the school rules they are not choosing to deploy those competences because alternative choices offer them bigger rewards
 - 4 Although the student has the necessary competences, and the right incentives to use them are in place, they are experiencing such stress that they are temporarily unable to make rational choices

Planned adaptations to the Behaviour for Learning Policy may be necessary for individual students. When adaptations are necessary they will not be considered a failure either of the policy or the student. Any exceptions will be carefully planned, recorded, communicated (to students, parents and staff) and monitored. Monitoring will ensure the planned adaptations continue to meet the needs of the individual student.

- The use of rewards and sanctions will be monitored by age, ethnicity, gender and SEND to enable areas for improvement to be identified and strategies put in place to secure this improvement.
- BCCS is committed to raising awareness of inclusion issues amongst students and staff
- Further details are available in a range of school documents, including the Disability Equality Scheme (DES), Equality Plan, Equality Act 2010, Inclusion Standard documents and also the DfES document, Behaviour and Discipline in Schools
- Students have been and will continue to be consulted and listened to during the development and review of the Behaviour Management Policy

Searches

It may be necessary to search a pupil where there is suspicion that they are in possession of an item prohibited by law or banned by the school rules.

- Schools may search any pupil for any item with the pupil's consent
 - The Head of School, or any member of staff authorised by the Head of School, may search a pupil without their consent if they believe the pupil to be in possession of any of the following items:
 - Knives or weapons, alcohol, illegal drugs or stolen items
 - Tobacco, cigarette papers, fireworks, pornographic images
 - Any article that the member of staff reasonable suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to property
- Any item banned by the school rules which has been identified as an item which may be searched for

Use of force

The Education and Inspections Act 2006 gives all staff the power to use reasonable force.

Staff may use force that is reasonable, necessary and proportionate in the following circumstances:

- To prevent pupils from causing disorder
- To prevent pupils causing injury to themselves or others
- To prevent pupils from causing damage to property
- To carry out a search of a pupil without consent for any of the following items:
 - Knives or weapons, alcohol, illegal drugs or stolen items
 - Tobacco, cigarette papers, fireworks, pornographic images
 - Any article that the member of staff reasonable suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to property

Working in partnerships

- A positive home/school relationship is of paramount importance and is developed as much as possible for all students
- Parents/carers will be contacted as soon as reasonably possible
- Staff contact with parents will be conducted professionally and be constructive
- There is an expectation that parental/carer contact with members of staff will always be courteous and supportive (see Appendix 9)
- BCCS has developed strong links with other relevant professionals, such as The Behaviour Improvement Team, Educational Psychology Service, Bristol Autism Team Team, Support Against Racist Incidents, Child Adolescent Mental Health Services. A request for support is a sign of strength
- Students are far more likely to engage with and abide by a Code of Conduct and Behaviour for Learning Policy that they have been involved in producing

Monitoring and reviewing

- This Policy is a working document – as BCCS grows and changes, the policy should grow and change alongside it
- The use of sanctions will be monitored by age, ethnicity, gender, special educational needs (SEN), disability and any other relevant human difference
- We aim to review the policy biennially, involving:

Governors

Student Research Council

Parents

All staff

Inclusion Steering Group

- Heads of House have a responsibility to monitor behavioural concerns and attendance
- Regular INSET time will be set aside to ensure all members of staff have a shared understanding of the Behaviour for Learning Policy

Agreed by Staff	Agreed by Students	Agreed by Governors	Review Schedule	Date Reviewed	Date Reviewed	Date Reviewed
Date Reviewed	Date Reviewed	Date Reviewed	Date Reviewed	Date Reviewed	Date Reviewed	Date Reviewed

Appendix 1 Code of Conduct

The BCCS 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.
- All 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. For further information see Appendix 8
- 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.

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.

Appendix 2 Rewards

We expect pupils' efforts to be recognised and rewarded every day, in every lesson. However, we also recognise that more formal rewards can be a source of motivation and pride for pupils. Pupils will be rewarded throughout the year in a variety of ways, such as:

- Praise from staff
- Emails and phone calls home
- Certificates of House Points
- Postcards home
- Hot chocolate with Head of School
- Public recognition
- Attendance certificates
- Cinema celebrations
- Rewards trips

House points will be reviewed termly; pupils will receive awards if they have met the following criteria:

At 25 or 50 House Points, tutors will issue a Tutor Certificate.

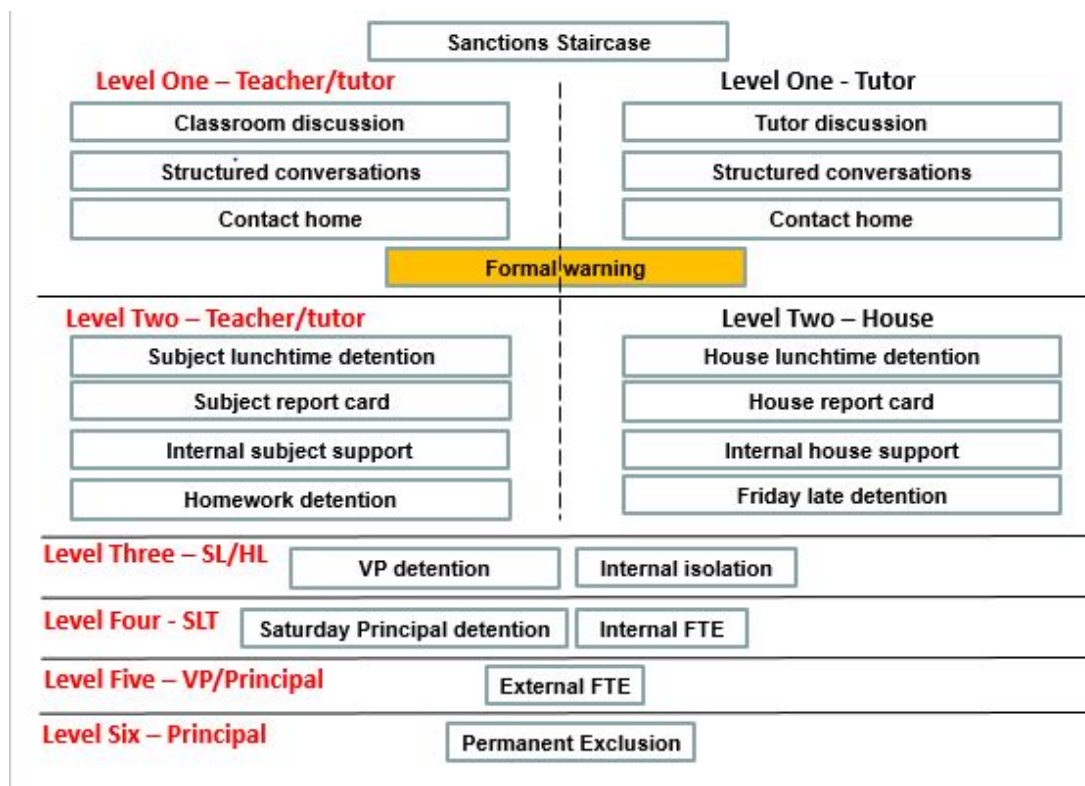
At 75 HP, House Leaders will issue a House Certificate in the termly celebration assembly.

At 100 HP, Head of School or SLT will contact home to personally congratulate pupils, this could be in the form of a telephone call, email or postcard.

At the end of every term, House Leaders will recognise pupils with 100% attendance. At the end of the academic year, those with 100% attendance will be recognised in assemblies and issued with certificates.

Appendix 3 Sanctions - to be read in conjunction with Appendix 5 (Behaviour Levels)

Sanctions Escalation Process



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

Sanctions 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 making 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, the Subject Leader may place the student into a Level 3 VP Detention.

Level Two

Internal Support:

Internal Subject Support

Where a student is demonstrating persistent disruptive behaviour in a class they can be internally supported by the Subject staff 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 Subject Leader or class teacher.

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 or Level 3 Detention, set by the House Leader or tutor.

Level 2 Lunch Detention:

Subject Detention:

Staff can issue Level 2 Detentions for issues in lessons, including lack of equipment, lateness to lessons, and other similar misdemeanours. Level 2 Detentions are for 20 minutes. If a student fails to attend a Level 2 it will result in an additional level 2 Detention, the original Detention will also need to be completed. Alternatively, the Subject Leader may 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 20 minutes. If a student fails to attend a Level 2 it will result in an additional level 2 Detention, the original detention will also need to be completed. Alternatively, the House Leader may 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.

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 exclusion etc.

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.

Lunchtime detentions should be set as soon as possible (ideally no later than the day after the offence). Level 2 Lunch Detentions will be served in R201 for 20 minutes.

Level 2 Late Detention

Students who are late to registration without a valid reason will receive a Level 2 Late Detention. This will be an after school detention every Friday. The Attendance Officer will communicate with the student's home about the detention. A follow up meeting with the student and their parents/carers may be required. Failure to attend a Level 2 Late Detention may result in a Level 3 VP Detention. The length of the detention will be determined by the number of L marks that the student has received that week (each L mark counting as a ten minute detention) to a maximum of 50 minutes.

Level 2 Homework Detention

In the case of missing/late homework, the subject teacher should resolve the issue with the student whenever possible. This may mean offering additional support, contacting home or an extension of the deadline. In the instance that this does not result in the homework being completed, or in the case of repeated failure to complete homework on time, the classroom teacher will issue a Level 2 Homework Detention. This will be sat on Wednesday after school for 30 minutes in the case of KS3 pupils. For KS4 pupils, teachers should make individual arrangements.

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

As part of BCCS behavioral stages, a pupil on Tutor Stage, PSL Stage or Stage 1 will be issued a report card. They will check in with the relevant member of staff as indicated in the behaviour stages.

Ready To Learn Report Card

As part of BCCS behavioural stages (appendix 5) a student may be issued with a 'Ready to Learn' report card. This allows for the rapid removal of a student from classes when their behaviour has been shown to be an ongoing source of disruption. Other sanctions may be attached to the RTL report card at SLT's discretion.

Level Three

Authorised by House Leaders, Subject Leaders 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 after school detention for 60 minutes every Wednesday. 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 may be required.

A Level 3 VP Detention will also be incurred when a student accumulates 10 behaviour points in a single term.

Behaviour Support Unit

When a student is a risk to him/herself or a risk to the safety of others, or is disrupting learning, they may be removed from lessons and taken to the Behaviour Support Unit. Work must be provided by teachers for the student to complete in the BSU. Also referred to as 'internal exclusion', this may be used for serious one-off incidents. The Behaviour Support Unit is looked after by the school's Behaviour Support Assistant. As part of any sanction that necessitates a student spending time in the BSU 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. The Behaviour Support Unit is open until 4pm each day and any student asked to work in the BSU would normally be required to remain there until it closes; this must be communicated to parents.

Authorised by a member of SLT or HL for an accumulation of poor behaviour or a single incident that is deemed serious enough. Time will be served in the school's Behaviour Support Unit; the student will be supported by the Behaviour Support Assistant and work will be provided by subject teachers.

Level Four

Authorised by SLT.

Head of School'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 2 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. A Head of School's Detention will also be incurred when a student accumulates 20 BP within a single term.

FT Internal Exclusion

Fixed Term Internal Exclusions can be given for one off serious behaviour incidents or an accumulation of poor behaviour. FT Internal exclusion may also be used as a way to investigate an incident that may require a more serious external exclusion authorised by the Head of School. Work must be provided by teachers for the student to complete in the BSU. The Behaviour Support Unit is looked after by the school's Behaviour Support Assistant. As part of any sanction that necessitates a student spending time in the BSU 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 Five

Authorised by the Head of School.

Fixed Term Exclusion

The Head of School 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 Head of School is absent then the Vice Head of School 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 Head of School 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.

Level Six

Permanent Exclusion

This represents the ultimate sanction. It is recommended by the Head of School and authorised by the Governing body. The decision to permanently exclude a child is a very serious one. It is the final step 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 event, trip or sports event etc.
- Withdrawal of lunchtime or break-time privileges

Appendix 4 Authority to issue sanctions

Teachers, teaching assistants and other paid staff with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour. Reasonable penalties can include: confiscation, retention or disposal of a student's property; and detention.

- All staff can carry out a one-to-one admonishment
- All staff may remove students briefly from a lesson
- SLT, Heads of House, SENCo, Subject Leaders, classroom teachers and tutors may give out of school hours detentions
- SLT, Heads of House, Subject Leaders and the SENCo may withdraw students from a particular lesson or peer group, or withdrawal of lunch or break time privileges
- SLT, Heads of House, SENCo may involve external agencies, such as the police, drugs intervention agencies
- SLT, Heads of House and the SENCo may authorise internal exclusion
- The Head of School, Vice Head of School and Assistant Head of Schools may sanction internal exclusion
- Only the Head of School may sanction a fixed term exclusion, permanent exclusion, or internal seclusion or withholding participation in a school trip or sports event that is not an essential part of the curriculum

Government guidelines on exclusion

Head of Schools can exclude your child if they misbehave in or outside school. Your child's school will let you know about an exclusion as soon as possible. They'll follow up with a letter telling you how long your child is excluded for and why. You should also be told how to challenge the exclusion, if you want to.

Risk of prosecution if child is found in public place

For the first 5 school days of an exclusion, it's your responsibility to make sure your child isn't in a public place during normal school hours unless there is a good reason. You might be prosecuted if your child is found in a public place when they're not supposed to be.

Alternative education and exclusion

The school or local council must tell you about any alternative education they arrange. It's your responsibility to make sure your child attends.

For further information please see

<https://www.gov.uk/school-discipline-exclusions/exclusions>

The power to discipline beyond the school gate

Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

This includes any bad behaviour when the child is:

- Taking part in any school-organised or school-related activity or

- Travelling to or from school or
- Wearing school uniform or
- In some other way identifiable as a pupil at the school

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

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

In all of these circumstances the Head of School should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed.

School staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff should follow the Safeguarding & Child Protection Policy.

Appendix 5 Bristol Cathedral Choir School Behaviour Stages

From September 2018, we will be introducing five behaviour stages. The majority of our pupils will not sit within any of these stages. They are intended to support pupils who are struggling with their own behaviour and to ensure that the effect of poor behaviour on other pupils' learning is minimised. They demonstrate a clear, graduated response to unacceptable behaviour in school. They offer a clear picture for staff, parents and the pupils themselves of where pupils sit within our behaviour strategy.

Entrance criteria for all stages are explained in the table below. Pupils may enter the behaviour stages at any stage but may only move down one stage at a time. It should be noted that the behaviour stages are not sanctions in themselves but triggers for support and interventions.

Rationale

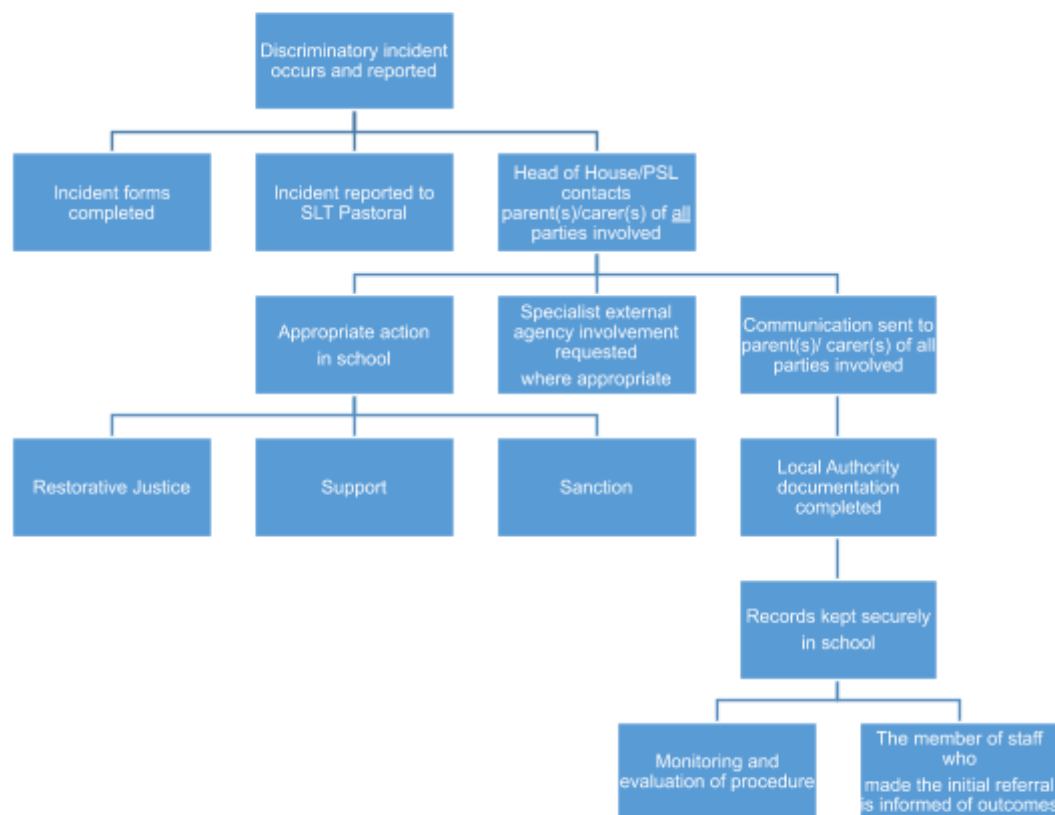
- This will standardise responses to poor behaviour across school and across the Houses.
- The stages allow for SLT and HL monitoring of individual students.
- The stages provide motivation for pupils to improve their behaviour as they see themselves moving down them.
- They allow for an individualised approach (for example in the setting of targets for pupils) whilst maintaining a standardised procedure across school.

Stage	Lead Professional	Entry Criteria	Exit Criteria	Length of Stage (2 Week report Card)	Student Contact	Parental/Carer Contact	Interventions	SEND
Tutor	Tutor	<ul style="list-style-type: none"> - 10 BP per half term - Repeated poor behaviour - Low level disruption of other students learning - First internal exclusion 	<ol style="list-style-type: none"> 1. Targets have been met = exit 2. Targets partially met = extension 3. Targets not met = escalation 	<ul style="list-style-type: none"> - 2 Weeks (with report card) 	<ul style="list-style-type: none"> - Report Card - 8.40am everyday and 3.20pm on Friday 	<ul style="list-style-type: none"> - Email, phone call or meeting at start and end of stage - Sign report card every day 	<ul style="list-style-type: none"> - Tutor group mentor - Extra-curricular involvement - Report Card 	SENDOc/Asst. SENDCO informed of intended sanction.
PSL	PSL x 2	<ul style="list-style-type: none"> - Failed Tutor Stage - Second internal or first external exclusion 	<ol style="list-style-type: none"> 1. Targets have been met = de-escalation 2. Targets partially met = extension 3. Targets not met = escalation 	<ul style="list-style-type: none"> - 2 Weeks (with report card) 	<ul style="list-style-type: none"> - Report Card - Daily 8.30am and 3.20 check ins 	<ul style="list-style-type: none"> - Email, phone call or meeting at start and end of stage - Sign report card every day 	<ul style="list-style-type: none"> - Sixth Form mentor - Community Service - Report Card 	Reasonable adjustment may be put in place to provide an alternative behaviour intervention
1	House Leader	<ul style="list-style-type: none"> - Failed PSL Stage - Repeated internal or external exclusion 	<ol style="list-style-type: none"> 1. Targets have been met = de-escalation 2. Targets partially met = extension 3. Targets not met = escalation 	<ul style="list-style-type: none"> - 2 Weeks (with report card) 	<ul style="list-style-type: none"> - Report Card - Monday 8.30am and Friday 3.20 check in - Tutors to monitor reports daily 	<ul style="list-style-type: none"> - Meeting and letter at start and end of stage - Fortnightly phone call with HL - Sign report card every day 	<ul style="list-style-type: none"> - Outside agencies - Social time restrictions - Staff mentor - Report Card 	<p>Phase 1</p> <ul style="list-style-type: none"> - Inform LA of external exclusions for EHCP students - Use of positive report - Creation of behaviour plan - Exit/sensory/break cards - Identification of safe spaces - Key Worker meetings - Intervention focussed on improved/adjusted behaviours. e.g. creation of social scripts - Update of TISS
2	House Leader with Assistant Principal	<ul style="list-style-type: none"> - Failed Stage 1 - Repeated internal or external exclusion - Lengthy external exclusion (Smoking, extreme rudeness to staff, violence) 	<ol style="list-style-type: none"> 1. Targets have been met = de-escalation 2. Targets partially met = extension 3. Targets not met = escalation 	<ul style="list-style-type: none"> - 4 Weeks 	<ul style="list-style-type: none"> - RTL Report Card - Monday 8.30am and Friday 3.20 check in - Tutors to monitor reports daily 	<ul style="list-style-type: none"> - Meeting and letter at start and end of stage - Weekly phone call with HL - Sign report card every day 	<ul style="list-style-type: none"> - BSU respite - Risk of PEX paperwork - Report Card 	<p>Phase 2</p> <ul style="list-style-type: none"> - As Phase 1 plus - Multi agency meeting to discuss additional provision required - Referral to specialist agencies : EP / BAT / CAMHS / OT / ALP Hub
3	House Leader with Vice Principal or Head of School	<ul style="list-style-type: none"> - Failed Stage 2 - Repeated external exclusion - Lengthy external exclusion (drugs, alcohol, extreme violence, weapons) 	<ol style="list-style-type: none"> 1. Targets have been met = de-escalation 2. Targets partially met = extension 3. Targets not met = escalation 	<ul style="list-style-type: none"> - 4 Weeks 	<ul style="list-style-type: none"> - RTL Report Card - 8.30am and 3.20pm daily check in with HL - Tutors to monitor reports daily 	<ul style="list-style-type: none"> - Meeting and letter at start and end of stage - Weekly phone call with HL - Sign report card every day 	<ul style="list-style-type: none"> - Governors informed - NT - Part time timetable - Negotiated Transfer - RTL Report Card 	<p>Phase 3</p> <ul style="list-style-type: none"> - SENDCO involvement in NT process? - What kind of setting will meet need? - Ensure clear communication with inclusion leader/SENDOc from receiving organisation.

Appendix 6 Recording and reporting procedures

- Incidents that occur in and out of class should all be logged using SIMS.
- Serious incidents, often those that involve many students, necessitate witness statements being taken from both staff and students. These should be recorded using the Student Incident Forms. The person coordinating the completion of Incident Forms must complete an Incident Summary when the incident is resolved and appropriate action has been taken summarising the evidence collected from Incident Forms and the overview is to be logged on SIMS
- Discriminatory incidents, including incidents that are racist/disablist/homophobic/sexist, must be reported to House Leaders and SLT pastoral. Incidents will be treated as being discriminatory if this is the perception of any party involved
- If there is an e-safety concern where bullying or threat is involved this should be referred to Head of House and also Child Protection Team, and logged in SIMS

School procedure following discriminatory incidents



Appendix 7 Sanctions Guidance

The table below indicates a common course of action and the usual sanction applied. The sanction can be adjusted based on the individual and the circumstances, including repeat offences. **It should be noted that this document is not intended as a definitive list of sanctions to be applied in each circumstance but a basis to work from.** The table is intended to increase clarity on sanctions that are available and are likely to be appropriate. The sanction handed down in any individual case will also depend on aggravating and mitigating factors. The term *Member of Staff* is used to mean any person employed by the School. It is not a definitive list. Sanctions may not be identical to those listed below, dependent on the circumstances and in line with the Behaviour for Learning Policy.

The school operates a staged behavioural system. The aim of this is to give students clarity about their place within the sanctions structure; to give staff and governors a clearer picture of behavioural concerns within school; to ensure that we direct support to those pupils most in need. Some forms of misbehaviour may lead to a pupil immediately entering the school behavioural stages. Please see the behavioural stages document for entrance criteria to stages.

Please note that the following cases can lead to Fixed Term Exclusion, or (*) are grounds for Permanent Exclusion. The Head of School will make this judgement. (Refer to Appendix 4)

- Swearing at a member of staff*
- Swearing
- Bullying*
- Theft*
- Discriminatory behaviour*
- Abuse of ICT*
- Bringing a weapon to school*
- Serious actual or threatened violence against another pupil or a member of staff*
- Sexual abuse or assault*
- Misuse or the supplying of an illegal drug*

Action	Usual sanction	Staff involved, process and communication
Breaking uniform code	Student asked to correct uniform. Referred to pastoral team if not possible/refuses. BSU until uniform is corrected.	<ul style="list-style-type: none"> ● Member of staff instructs student to correct uniform. Note that refusal should be treated as failure to follow instructions (see below) ● If immediate correction is not possible, staff can refer the student to the Head of House. ● Staff member enters information in SIMS ● Head of House may place student in BSU. ● SLT can send a student home to change after making contact with home.
Chewing gum	Chewing gum put in the bin/confiscation. (Level 2 or 3 detention with community service for repeat offence)	<ul style="list-style-type: none"> ● Member of staff instruct student to put gum in the bin ● Member of staff confiscates chewing gum ● Please note that refusal to either above should be treated as failure to follow instructions (see below) ● Staff member enters information in SIMS

Dropping litter	Admonishment and clearing up immediate area (plus Level 2 or 3 detention with community service for significant repeat offences)	<ul style="list-style-type: none"> ● Member of staff instructs students to make amends for dropping litter immediately ● Please note that refusal to either above should be treated as failure to follow instructions (see below) ● Member of staff to arrange for repeat offenders to carry out community service with Site Team to improve the appearance of the site. Mentor and Head of House to be informed via SIMS log
Late to registration or assembly	Level 2 Late Detention after school Friday	<ul style="list-style-type: none"> ● Tutor/SLT running late tutor logs late arrival using SIMS ● Each L mark results over a week results in a 10 minutes after school detention on Friday to a maximum of 50 minutes. ● Co-ordinated by Heads of House. Communicated via text to parent/carer ● Detentions run by Heads of House with support from SLT ● Failure to attend results in a Level 3 VP Detention
Late to lesson	Level 2 Lunchtime Detention	<ul style="list-style-type: none"> ● Teacher logs late arrival on SIMS ● If a student is late without good reason, the classroom teacher may issue a Level 2 Lunchtime Detention
Improper use of the lift	Admonishment/apology and Level 2/3 Detention with community service for repeat offences.	<ul style="list-style-type: none"> ● Only students with a physical impairment can use the lift. If this is unclear the member of staff should ask the student for a note that explains permission for using the lift ● Improper use of lift should result in an admonishment from the member of staff ● Repeat offences to be referred to the Head of House for community service and/or Level 2/3 Detention.
Using a mobile phone in school at any time other than break/lunch or use of other electronic device, including MP3 players, without permission.	<p>Student puts phone away</p> <p>Phone/device confiscated for repeat offences or disruption to learning.</p> <p>Level 2 detention may be issued if there is a disruption to learning or for repeat offences.</p>	<ul style="list-style-type: none"> ● A member of staff may confiscate a mobile phone if it is disrupting learning or the maintenance of good order in line with school policy. (Search and Confiscation - Section 91 of the Education and Inspection Act 2006 enables staff to confiscate student property. It is important that any confiscation is "reasonable"). Phone may be returned to the student at the end of the lesson, day, or left at reception only to be collected by parent/carer. Ensure that the parent is informed if a phone is to be retained beyond the end of the school day. Parents should be aware that they will not be able to contact their child by the usual means.

		<ul style="list-style-type: none"> Confiscation must be logged on SIMS (misuse of mobile device)
Poor behaviour in the corridor	Student instructed to correct behaviour	<ul style="list-style-type: none"> Member of staff tells students to stop inappropriate behaviour A refusal should be treated as failure to follow instructions (see below) For significant behaviour issues (eg fighting) procedures are detailed below
Swearing or using language considered by the school to be offensive	Detention either Level 2 lunchtime or after-school Level 3 Apology to member of staff/students (written or verbal)	<ul style="list-style-type: none"> Member of staff communicates home Persistent or repeated issues should be logged on SIMS and brought to the attention of the Head of House.
Not being prepared for lessons	Detention either Level 2 lunchtime or after-school Level 3	<ul style="list-style-type: none"> Teacher sets detention on SIMS Teacher writes SIMS log and communicates with home Persistent issues should be brought to the attention of the Subject Leader, tutor and Head of House.
Non-completion of home learning	Chance to complete. Failure to complete leads to Level 2 or Level 3 after school detention.	<ul style="list-style-type: none"> Teacher sets detention on SIMS Teacher writes SIMS log and communicates with home Persistent issues should be brought to the attention of the Subject Leader, Tutor and Head of House
Inappropriate use of ICT resources.	Detention either Level 2 lunchtime or after-school Level 3. Seriously inappropriate content or use of equipment to bully or harass may result in a sanction up to and including Level 6. Withdrawal of access to the school ICT system	<ul style="list-style-type: none"> Teacher sets detention on SIMS Teacher writes SIMS log and communicates with home Teacher informs IT Persistent issues should be brought to the attention of the Tutor and Head of House
Refusing to follow reasonable instructions from a member of staff.	Varies dependent on severity of defiance - likely referral to SLT.	<ul style="list-style-type: none"> Teacher sets detention on SIMS. The original member of staff should be involved in the sanction and receive an apology from the student. Teacher writes SIMS log and communicates with home Persistent issues should be brought to the attention of the Tutor and Head of House
Vandalism to school or other's property	Varies dependent on extent of damage and intent. Community service	<ul style="list-style-type: none"> Member of staff completes SIMS log, informs the the Tutor and Head of House, and liaise Head of House as required for serious incidents Head of House inform parent/carers via planner, letter or phone-call

		<ul style="list-style-type: none"> • Letter may invite parents to contribute towards cost of repair or replacement • Head of House to coordinate community service
Disruption to lessons	Detention either Level 2 lunchtime or after-school Level 3	<ul style="list-style-type: none"> • Teacher sets detention on SIMS. The original member of staff should be involved in the sanction and receive an apology from the student. • Teacher writes SIMS log and communicates with home • Persistent issues should be brought to the attention of the Tutor and Head of House
Irresolvable disruption to learning	Removal to another class ("partner class") L3 VP detention or L3 BSU..	<ul style="list-style-type: none"> • Teacher sets detention on SIMS. The original member of staff and subject leader should be involved in the sanction and receive an apology from the student. • Teacher writes SIMS log and communicates with home • Subject leader coordinates with House Leader
Failure to comply with "partner class" or disruption to other lesson	Level 4 internal exclusion	<ul style="list-style-type: none"> • Teacher/Subject Leader logs on SIMS and coordinates with relevant House Leader and Assistant Head of School/VP/Head of School.
Internal truancy from a lesson	Level 3 after-school detention or BSU.	<ul style="list-style-type: none"> • Member of Staff to inform Head of House and enter information in SIMS • Head of House will follow up with communication and appropriate sanction.
External truancy	Level 4 internal exclusion	<ul style="list-style-type: none"> • Member of Staff to inform Head of House and enter information in SIMS • Head of House will follow up with communication and appropriate sanction.
Using discriminatory language (eg homophobic, racist, sexist, disablist)	Sanctions from L3 to L5 depending on nature of the incident.	<ul style="list-style-type: none"> • Member of staff completes incident form and offers student opportunity to do so • Member of staff completes SIMS log and refers to Head of House/AP • Head of House/AP will liaise with parent/carers, support agencies and coordinate sanction, support and reparation. The member of staff will be informed of the outcomes
Bullying (including cyber-bullying that takes place in school)	Sanction depends on the extent of issue	<ul style="list-style-type: none"> • Member of staff logs incident and refers to Head of House • Head of House coordinates communication with parent/carers, reparation, restorative justice or sanction and support • If cyber-bullying Head of House will inform Assistant Head of School and IT staff to restrict IT access as appropriate
Theft	Level 4 Internal Exclusion or Level 5 External Exclusion	<ul style="list-style-type: none"> • Member of staff completes incident form and offers student opportunity to do so • Member of staff completes SIMS log and alerts Head of House who will communicate

		<p>with parent/carers and liaise with VP/Head of School regarding exclusion</p> <ul style="list-style-type: none"> • VP/Head of School regarding exclusion may involve police • Letter to parents will follow as part of the Exclusion process
Fighting	Level 4 Internal Exclusion or Level 5 External Exclusion	<ul style="list-style-type: none"> • Member of Staff requests immediate support from Head of House, SLT duty person and nearby colleagues • Member of Staff completes incident form and offers witnesses the opportunity to do so • Member of Staff completes SIMS log and alerts Head of House who will communicate with parent/carers and liaise with VP/Head of School regarding exclusion • Letter to parents will follow as part of the Exclusion process
Non-compliance with on-call	Level 4 Internal Exclusion or Level 5 External Exclusion	<ul style="list-style-type: none"> • Member of Staff requests immediate support from Head of House, SLT duty person and nearby colleagues • Member of Staff completes incident form and offers witnesses the opportunity to do so • Member of Staff completes SIMS log and alerts Head of House who will communicate with parent/carers and liaise with VP/Head of School regarding exclusion • Letter to parents will follow as part of the Exclusion process
Behaviour which is dangerous to self and others	Level 4 Internal Exclusion or Level 5 External Exclusion	<ul style="list-style-type: none"> • Member of staff requests immediate support from Head of House/On-call/SLT duty person as appropriate • SLT duty person to be informed by reception team • Member of staff completes incident form and offers student and witnesses the opportunity to do so • Member of staff completes SIMS log and alerts Head of House who will communicate with parent/carers and liaise with VP/Head of School regarding exclusion • Letter to parents will follow as part of the Exclusion process
Smoking	Level 4 Internal Exclusion or Level 5 External Exclusion	<ul style="list-style-type: none"> • Member of staff completes incident form and offers student opportunity to do so • Member of staff completes SIMS log and alerts Head of House who will communicate with parent/carers and liaise with VP/Head of School regarding exclusion • Letter to parents will follow as part of the Exclusion process

Swearing directly at a member of staff	Level 4 Internal Exclusion or Level 5 External Exclusion	<ul style="list-style-type: none"> ● Member of staff completes incident form ● Member of staff asks a colleague to ensure the student completes an incident form ● Member of staff completes SIMS log and refers to Head of House who will communicate with parent/carers and liaise with VP/Head of School regarding exclusion ● Letter to parents will follow as part of the Exclusion process
Bringing weapon to school	Level 4 Internal Exclusion, Level 5 External Exclusion or Permanent Exclusion	<ul style="list-style-type: none"> ● Inform Head of House or SLT duty person immediately ● Student is isolated and may be searched ● Member of staff completes incident form ● Member of staff completes SIMS log ● Head of House/SLT will contact parent/carer and liaise with VP/Head of School regarding exclusion ● VP/Head of School may involve police ● Letter to parents will follow as part of the Exclusion process
Physical attack on another student	Level 4 Internal Exclusion, Level 5 External Exclusion or Permanent Exclusion	<ul style="list-style-type: none"> ● Member of staff requests immediate support from On-call and nearby colleagues ● SLT duty person to be informed by reception team ● Member of staff completes incident form and offers witnesses the opportunity to do so ● Member of staff completes SIMS log and alerts Head of House who will communicate with parent/carers and liaise with VP/Head of School regarding exclusion ● Letter to parents will follow as part of the Exclusion process
Bringing drugs or alcohol onto the school premises	Level 5 External Exclusion or Permanent Exclusion	<ul style="list-style-type: none"> ● Member of staff requests immediate support from On-call SLT duty person and Head of House ● Student is isolated and may be searched ● Member of staff completes incident form and, if appropriate, offers witnesses the opportunity to do so ● Member of staff completes SIMS log ● Head of House who will liaise with VP/Head of School regarding potential exclusion ● VP/Head of School may choose to involve the police ● Letter to parents will follow as part of the Exclusion process
Physical assault on a member of staff	Level 5 External Exclusion or Permanent Exclusion	<ul style="list-style-type: none"> ● Member of staff requests immediate support from On-call, Heads of House, SLT duty person and nearby colleagues ● Member of staff completes incident form and, if appropriate, offers witnesses the opportunity to do so

		<ul style="list-style-type: none"> ● Member of staff completes SIMS log and alerts Head of House who will liaise with VP/Head of School regarding potential exclusion ● VP/Head of School may choose to involve the police ● Letter and phone call to parent/carers will follow as part of the Exclusion process
Sexual assault on a student or a member of staff	Level 5 External Exclusion or Permanent Exclusion	<ul style="list-style-type: none"> ● Teacher requests immediate support from Line Manager SLT duty person and nearby colleagues ● Member of staff completes incident form and, if appropriate, offers witnesses the opportunity to do so ● Member of staff completes SIMS log and alerts Head of House who will liaise with VP/Head of School regarding potential exclusion ● VP/Head of School may choose to involve the police ● Letter and phone call to parent/carers will follow as part of the Exclusion process

Appendix 8 Uniform guidance

BCCS school uniform can only be purchased directly from Famous School Branches who have two shops in Bristol.

The full stock is available from their **Bedminster** branch and will also be available on their website: <https://store.famousbranches.com/bristol-cathedral-choir-school-bristol>

Core sizes will be available from their **Henleaze** branch. Online orders can be collected from both stores or shipped at £4.95 per order.

<p>Famous School Branches Bedminster 140 East Street Bedminster Bristol, BS3 4EW Tel: 0117 966 1432 – contact Jenny or Becky Email: bedminster@famousbranches.com Opening hours: Tuesday to Saturday 9am – 5pm (closed Monday) <i>Closed Sundays, Mondays and Bank Holidays.</i></p> <p>Online orders available to collect instore.</p>	<p>Famous School Branches Henleaze 186-190 Henleaze Road Henleaze Bristol, BS9 4NE Tel: 0117 9620011 Email: bristol@famousbranches.com Opening hours: Monday to Friday 9am – 5pm Saturday 10am – 5pm <i>Closed Sundays and Bank Holidays</i></p>
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Years 7 to 11:

- Black blazer with embroidered school badge to be worn at all times. (Available from Famous School branches only).
- Knee-length black pleated skirt with gold band or black trousers (available from Famous School branches only) or tailored black trousers (should be purchased from Famous School Branches).
- Black v-neck pullover with magenta stripe. (Available from Famous School branches only).
- School tie (available from Famous School branches only) or Chorister's tie, to be tied up to collar and normal length.
- Plain white shirt/blouse with buttons to the neck and standard collar. Must be tucked in at all times.
- Black or skin coloured plain tights, no stockings or hold ups are permitted.
- White, grey or black socks.
- Black low-heeled polishable shoes not ballet pumps, boots or trainers.
- A single, small, plain stud earring in each ear lobe is allowed but no other visible piercings.
- No bracelets, rings or necklaces to be visible. No hoops or dangly earrings, nose studs or stretchers.
- Make-up must be discreet and no false nails/extensions are permitted.

Guidance for All:

- Plain dark coats are permitted to suit the weather conditions but must be removed for lessons.
- Hijabs should be plain dark colour.
- No 'hoodies' except for school games issue which may be worn to and from school.
- Shirts must be tucked in at all times.
- Vests or t-shirts worn under shirts for warmth must not be visible.
- No scarves, hats or gloves to be worn in school.

- No extreme hairstyles; dyed hair must be of a natural colour.
- All items of school clothing should be clearly marked with the student's name.
- Earphones should not be worn in lessons or around school unless specific permission is given.

Sixth Form Expectations:

- Business dress should be worn by all Sixth Form students.

Wearing inappropriate uniform will be sanctioned according to the Behaviour Policy. If pupils arrive at school in incorrect uniform they may be lent uniform, sent to study in the Behaviour Support Unit or sent home to change (after parental contact). The Head of School's decision is final.

Equipment for all students:

- Sturdy school bag.
- Pencil case, pens (including black for examinations), pencils and pencil sharpener, coloured pens, pencils and highlighters.
- Rubber, compass, calculator, circular protractor and ruler.
- Glue stick and small scissors.
- Water bottle (these can be refilled at various water fountains throughout the school site).

Lanyards:

All new students will be issued with a lanyard and access card which needs to be worn around their neck at all times. This is for identification purposes for both staff and students and allows secure access to the school site, for assigning and logging printer tasks and for payment of school meals.

If any of these items are lost or damaged they need to be replaced at the student's own expense. A new card costs £2.50, the holder costs 50p and a strap costs £3.00. These can be purchased via Wisepay.

Examples of correct uniform:



Appendix 9 Working in partnership with home

One of the most effective tools in enabling a student to reach their potential is a strong and positive home-school relationship. We welcome and expect polite and constructive communication from parents and carers and aim to resolve any queries professionally.

Some matters take time to resolve and we are committed to doing so as promptly as is reasonably possible. We encourage patience and courtesy from all members of our community, including parents and carers.

We cannot and will not tolerate abusive behaviour towards any member of staff. This may include behaviour or language (verbal, non-verbal or written), that may cause staff to feel upset or insulted. Courtesy is one of the school's three core values.

In any instance of abusive behaviour, parents and carers will be asked to frame their requests courteously and constructively, or leave the premises. In the event of continuation of rude, abusive or threatening behaviour, the police may be called. Should this occur during a telephone call, then the member of staff will ask for the call to end; if need be, they will terminate the call.

The Head of School may, in certain circumstances, consider imposing a ban (in writing) on any discourteous, hostile or abusive person until they have had a meeting and taken responsibility for the impact of their behaviour. While we do not expect that will be necessary, it may be invoked in the interests of protecting staff and allowing them to do their job. We are always conscious of the need to protect children from witnessing or hearing inappropriate behaviour by adults.

Policies Linked to Behaviour Management Policy

Anti-bullying policy
Internet usage policy
Attendance policy
Exclusion Policy
SIMS and Behaviour Management