

Policy Name:	Behaviour for Learning Policy	
Review Cycle:	Annual	
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Approved by:	BCCS Local Governing Body	Date: June 2021

Mission Statement

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.

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1. Introduction

[BCCS Everyday Excellence](#) and highly effective teaching and learning are underpinned by excellent behaviour and brilliant attitudes at our school. Students and staff understand what excellent behaviour is, responsibility for learning is taught and our behaviour curriculum supports this.

The Headteacher, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the Behaviour for Learning Policy and procedures in order to ensure that their operation is effective, fair and consistent. The Behaviour and Attitudes link Governor will act as a point of contact on behalf of the Governing Body.

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.

2. Principles

This policy is based on the following principles:

- The school's behaviour management policy should be simple, consistent and fair
- BCCS has values of kindness, courage and hope
- BCCS has a culture of empathy and responsibility, using restorative justice
- BCCS staff have an important role to play in teaching students skills of positive behaviour
- 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 safely without discrimination

3. Encouraging Positive Behaviour - Achieving Everyday Excellence

Everyone in the school community should model excellent behaviour and brilliant attitudes. We act with kindness, courage and hope, we are respectful of others and celebrate each other's differences and achievements. At our school:

- 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 behaviour and are not 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, through restorative approaches, more appropriate responses and coping strategies
- Staff are provided guidance for students with specific needs which are regularly reviewed and updated

4. Everyday Excellence - A BCCS Student

A BCCS Student has excellent behaviour and brilliant attitudes, they promote kindness, courage and hope. They are positive citizens and proud members of the community adding value to those around them, including:

- Good manners at all times with respect for others and their safety
- Respect towards the schools' and other people's property
- Respect for the community and school environment
- Kind and positive language is used and communication is highly effective
- Students are punctual to school, lessons and other commitments
- Students are a positive influence
- Ready to learn every lesson, focused and open mindset
- Excellent Responsibility for Learning (Appendix 1)
- Pride in appearance, wearing correct uniform and correct PE kit.
- Pride in work and produce something they would be proud to show others.

This set of principles applies to all members of the school community inside school, traveling 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 and on social media.

5. 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:

- Do not have the cognitive, physical or social and emotional competences necessary to understand and follow a school rule
- Have never been taught the skills they need in order to regulate their emotions or behave appropriately in social situations
- 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
- 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 adjustments to the Behaviour for Learning Policy may be necessary for individual students, this includes students that are adopted, post-looked after, looked after (in care or special guardianship) . When adjustments are necessary they will not be considered a failure either of the policy or the student. Any adjustments will be carefully planned, recorded, communicated (to students, parents and staff) and monitored. Monitoring will ensure the planned adjustments continue to meet the needs of the individual student.

- The use of rewards and sanctions will be monitored by age, ethnicity, gender, vulnerable groups and neurodiversity 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 for Learning Policy

6. Rewards

BCCS recognises that student achievement, effort, excellence and responsibility for learning are rewarded to help students 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. Our rewards are also differentiated, with consideration for the whole cohort of students ensuring that everyone is recognised and rewarded.

BCCS has a House system, where students can earn points (House points) for their House. There are five Houses; Abbots, Bishops, Canons, Deans and Priors. Each of these houses are represented across each year group as tutor groups, 7P (Priors) for example. 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, courage and hope or for outstanding effort, excellence or responsibility for learning.

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
- Badges and pins
- Postcards home
- Celebration events with the Leadership Team and 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:

Gold Award	150 HP	Headteacher or SLT will contact home to personally congratulate pupils, this could be in the form of a telephone call, email or postcard. Student invited to Celebration Event (e.g. Cakes with SLT) Gold Pin Badge Awarded.
Silver Award	150 HP	HOYs will issue a House Certificate in the termly celebration assembly. Silver Pin Badge Awarded.
Bronze Award	50 HP	Tutors will issue a Tutor Certificate. Bronze Pin Badge Awarded.

Subject, specialist (e.g. Choristers) and Leaders badges are also awarded to students.

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

Students can also redeem rewards, depending on their number of House Points, from the class BCCS Charts Rewards Store. These include exchanging House Points for; donations of money to charities, stationary, headphones and tickets for special events.

7. Restorative Approaches to Behaviour for Learning

BCCS uses a restorative approach as a positive strategy to improve behaviour, resolve conflict and prevent harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. Our restorative approach uses a range of methods, including Redirection, Restorative Justice and; Preview, Warn and Give Consequences which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen. Being a restorative school supports our aim to increase attendance, reduce exclusions and improve achievement. It can also address problems such as bullying, classroom disruption, truancy and poor attendance, antisocial behaviour, and disputes between pupils, their families, and members of staff. All pupils and staff (including non-teaching staff) have regular Restorative Approaches training and education so that they understand what acting restoratively means and how they can do it. As a result, BCCS has a whole-school approach to restorative methods. The restorative approaches that we use in detail are:

Redirection

Focus on guiding students towards the kinds of behaviours that will lead to their success, acknowledge and recognise these behaviors when you see them. Plan for and promote good learning behaviours (Appendix 2).

Establish Restorative Justice

It is important for students to know what you expect of them, they also need to know what will happen if those expectations aren't met (consequence). Set and communicate your expectations early, allowing you to address the student calmly and manage the situation effectively. You are simply following through on something you established from the beginning of the lesson.

Preview, Warn and Give Consequences

Use the following steps (see Appendix 3 for guidance).

Preview -

The preview is a whole group reminder of your expectations, and this can include more specific guidance so students know how to meet the expectation. The preview can also address anticipated problems or issues.

Warn -

A warning addresses one student or a group of students, not the whole class. The warning should be a reminder of the expectation, should address the behaviour that does not meet the expectation and should preview the consequence that will be given if the unwanted behaviour continues.

Give consequences -

Previewing and warning only work to enforce the norms if you follow through with consequences when necessary. The consequences should be as understood as the expectations. Only give one warning. When assigning consequences, coach students through the behaviour so that they understand the harm that they have caused others, and are given a chance to repair the harm (restorative). Do this with calmness maintaining control of the situation.

8. Consequences

Through our curriculum, teaching strategies and our pastoral care system the requirement to implement consequences will be at a minimum, and will be used judiciously to intervene and with the intent to improve decision making and learned behaviours.

Throughout the use of consequences it is imperative that positive, restorative strategies are explored with the student to help the student to progress.

The school also has a range of consequences available to it. The consequences guidance table (Appendix 4) indicates a common course of action and the usual consequence applied. The consequence 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 consequences to be applied in each circumstance but a basis to work from.** The table is intended to increase clarity on consequences that are available and are likely to be appropriate. The consequence handed down in any individual case will also depend on aggravating and mitigating factors. Consequences 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](#) (Appendix 5). The aim of this is 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. Some forms of misbehaviour may lead to a pupil immediately entering the school behavioural stages.

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 consequences in themselves but triggers for support and interventions. At each stage, students will be on report to a designated member of staff; [Tutor Report Card](#), [Pastoral Leader Report Card](#), [Stage 1 Report Card](#), [Stage 2 Report Card](#), [Stage 3 Report Card](#).

Rationale:

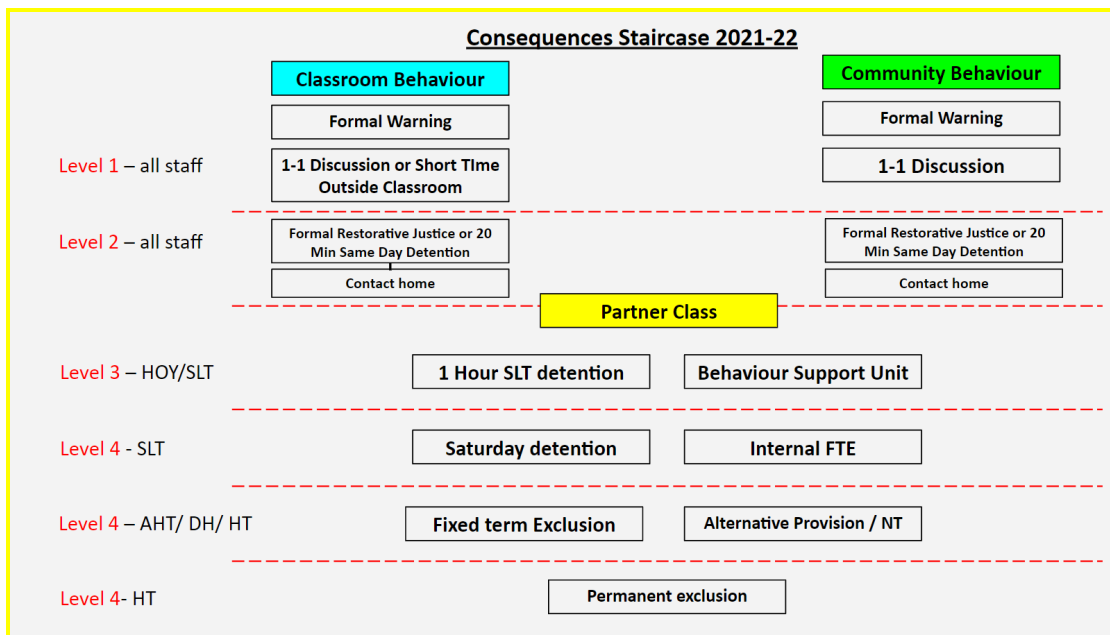
- This will standardise responses to poor behaviour across school and across the Houses.
- The stages allow for SLT and Head of Year (HOY) monitoring of individual students.
- The stages provide motivation for pupils to improve their behaviour as they see themselves moving down them.
- They allow for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

Please note that the following cases can lead to Fixed Term Exclusion, or (*) are grounds for Permanent Exclusion. The Headteacher will make this judgement.

- 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*

[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. Students, where needed, will be considered for placement on one of the Behaviour Stages to support them in improving their behaviour.

Consequences Escalation Process:



- FTE Fixed Term Exclusion
- NT Negotiated Transfer
- SLT Senior Leadership Team
- AHT Assistant Headteacher
- DHT Deputy Headteacher
- HT Headteacher

Level 1	Classroom Consequences
	Staff can issue a formal warning with a 1-1 discussion or short period of time outside the classroom. If a student fails to engage in this and complete it successfully then the member of staff may remove the student to the Partner Class or escalate to a Level 2 HOY/ Subject Detention.
	Community Consequences
	These can be applied as appropriate to address poor behaviour and as a way of the student repairing their relationship with the school community. E.g. Community service (carrying out a useful task around the school site), withdrawal of lunchtime or break-time privileges, writing a letter of apology.
Level 2	Partner Classroom
	Where a student is demonstrating persistent disruptive behaviour in a class they can be internally supported by being removed and placed into a Partner Classroom. If the student continues to behave poorly then SLT Duty should be contacted (email bccsupport@bristolcathedral.org.uk), and the student removed. The student must then return to their classroom at the end of the lesson for a 1-1 discussion with their teacher or tutor. This may then lead to a further sanction, such as a Level 2 or Level 3 Detention.
	HOY/ Subject Leader Detention

	<p>Staff can issue Level 2 HOY/ Subject Leader Detentions for issues in tutor, lessons, or outside lessons (community) including lack of equipment, lateness to lessons ,and other similar misdemeanours. Level 2 Detentions are for 20 minutes, taking place everyday in the Cresswell Cafe between 3.20pm and 3.40pm. If a student fails to attend a Level 2 it will result in escalation to a Level 3 SLT Detention. 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. Details of the incident and the detention are recorded in Class Charts.</p>
	<p>Subject Leader Report Card</p>
	<p>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 speak to the HOY to ensure that the student's poor effort is not across other subjects. If poor effort is across other subjects then a HOY Report Card is applicable.</p>
	<p>Late Detention</p>
	<p>Students who are late to registration or late to two lessons in a week without a valid reason will receive a Level 2 Late Detention. This will be after school every day, taking place in the Cresswell Cafe between 3.20pm and 3.30pm. The Senior 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 SLT Detention.</p>
	<p>Withdrawal</p>
	<p>Where appropriate a student may need to be withdrawn due to their poor or disruptive behaviour, these include; withdrawal from a particular lesson or peer group, withdrawal from the ICT system of the school, withdrawn from participation in a school event, trip or sports event etc. HOY, Subject Lead or SLT are able to action this, parents must be informed of any withdrawal.</p>
Level 3	<p>SLT Detention</p>
	<p>For more serious incidents, persistent poor behaviour etc. HOYs, Subject Leaders and SLT can issue a Level 3 SLT Detention. This will be an after school detention for 60 minutes every Friday. The HOY, 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.</p>
	<p>Behaviour Support Unit (BSU)</p>

	<p>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. Also referred to as 'internal exclusion', this may be used for serious one-off incidents. The BSU is looked after by the SLT Behaviour Lead. As part of any sanction that necessitates a student spending time in the BSU the SLT Behaviour Lead, SLT or HOY will address the student to identify 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 BSU 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.</p> <p>Students are placed in the BSU by a member of SLT for an accumulation of poor behaviour or a single incident that is deemed serious enough. Time will be served in the school's BSU; the student will be supported by the BSU Duty SLT or supervising member of staff. Work for students pre booked to attend the BSU will be set by their teachers and requested by their HOY the day before. For same day and emergency placements work banks and resources will be provided by Subject Leaders.</p>
	<p>Internal Exclusion at another Cathedral Schools Trust School</p> <p>Where required a student may be placed on an Internal Exclusion but at another school within the Trust; St Katherines or Trinity Academy. Arrangements for this apply as for placement in the BSU, parents are informed, times arranged between the behaviour leads and a member of staff from the home school meets with the student and behaviour lead on the first day of placement at the host school.</p>
Level 4	SLT Saturday Detention
	<p>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.</p>
Level 5	Fixed Term Exclusion
	<p>The Headteacher or designated member of SLT 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. 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 Headteacher 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.</p>
Level 6	Permanent Exclusion

	<p>This represents the ultimate sanction. It is recommended by the Headteacher 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.</p>
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Authority to issue consequences

Teachers, learning support assistants and other paid staff with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour. Reasonable consequences 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, HOYs, SENDCo, Subject Leaders, classroom teachers and tutors may give out of school hours detentions
- SLT, HOYs, Subject Leaders and the SENDCo may withdraw students from a particular lesson or peer group, or withdrawal of lunch or break time privileges
- SLT, HOYs, SENDCo may involve external agencies, such as the police, drugs intervention agencies
- SLT, HOYs and the SENDCo may authorise internal exclusion
- SLT may sanction internal exclusion
- The Headteacher or designated members of SLT may sanction a fixed term exclusion or internal seclusion or withholding participation in a school trip or sports event that is not an essential part of the curriculum
- The Headteacher may sanction a Permanent Exclusion

Government guidelines on exclusion

Government guidance on Exclusion can be found in the document; [Exclusion from maintained schools, academies and pupil referral units in England](#), updated March 2021.

The school or local council must inform parents or carers of any alternative education they arrange. The school will also inform parents or carers of any exclusion. For further information see the Government website:

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

For the first 5 school days of an exclusion, it is the parents or carers' responsibility to make sure their child is not in a public place during normal school hours unless there is a good reason. Parents or carers might be prosecuted if their child is found in a public place when they are not supposed to be.

The power to discipline: what it means

- BBCS uses discipline with responsibility and care
- 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 Headteacher 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

BCCS uses disciplinary sanctions in line with the [Education and Inspections Act 2006](#).

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 Headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour co-ordinator 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](#).

9. Uniform, Appearance and Equipment

Having worked with Student Leaders on our school uniform, wearing school uniform has a number of benefits to our school community;

- Creating a feeling of pride in our appearance and ourselves
- Providing a feeling of togetherness and team work
- Reducing distraction from learning
- Creating a feeling of purpose, calmness and focus
- Removes peer pressure about clothes that otherwise might be worn

Full details can be found here: [Uniform Sports Equipment 2020/2021](#)

BCCS school uniform can only be purchased directly from [Monkhouse, School Wear Specialists](#) via their [online store](#).



10. 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
- Searches must always be conducted by two members of staff, away from other students
- The Headteacher, or any member of staff authorised by the principal, 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 propertyAny item banned by the school rules which has been identified as an item which may be searched for

11. 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, vapes, electronic cigarettes, 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

12. Working in partnerships

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:

- 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/carers contact with members of staff will always be courteous and supportive

BCCS has developed strong links with other relevant professionals, such as The Behaviour Inclusion Team, Virtual School, Bristol SEND services; Educational Psychologist, Speech and Language Therapist and 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, student voice will be considered when amending this policy.

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.

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 Headteacher 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.

13. 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 consequences will be monitored by age, ethnicity, gender, neurodiversity, disability and any other relevant human difference.
- HOYs 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.
- The Behaviour Lead, link Governor, Leadership Team and Student Leadership Team will monitor and review this policy regularly

14. Recording and reporting procedures

- Incidents that occur in and out of class should all be logged using Class Charts and CPOMS.
- 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 the HOY and the Equalities and Diversity Team. Discriminatory incidents should be dealt with by following the procedures outlined in the Discriminatory incident flowchart (Appendix 6). A [BCCS Discriminatory Incident Form](#) needs to be completed. 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 HOY and the Safeguarding Team, and logged in SIMS

15. Policies Linked to Behaviour for Learning Policy

Anti-bullying policy
 Internet usage policy
 Attendance policy
 Exclusion Policy
 Class Charts and Behaviour

16. Appendices

Appendix 1 - Responsibility for Learning

Exceeding	Expected	Below	Significantly below
The student's presence in the classroom is advantageous to the learning of others. S/he always demonstrates active listening, responds exceptionally to RARs and uses SIT (Silent Improvement Time) highly effectively to make progress. S/he is able to talk about personal progress confidently.	The student is organised and punctual. S/he engages fully with lessons through active listening. S/he always completes RARs and works well during SIT (Silent Improvement Time) to make progress.	The student has not developed the appropriate level of skill in timekeeping or organisation. RARs are not consistently completed to a good standard. SIT is not always being used effectively. S/he is not always fully focussed or able to demonstrate active listening in class.	The student has not responded to support to develop skills in timekeeping, organisation and active listening. RARs are regularly incomplete. There is little or no evidence of appropriate use of SIT. Attitude and behaviour in class is hindering their own or others' progress.

Appendix 2 - Promoting good learning behaviours

How to promote good learning behaviours...

- Preview, remind, teach again and again
- Plan. Good planning often means good behaviour
- Use non-verbal cues
- Reward, name positive behaviours
- Give clear warnings
- Label the behaviour, not the person
- Always follow up

Neurodiverse Students...

- Teacher 'check-in' at the beginning of the lesson
- Take up and thinking time
- Reminder of expectations and routines
- Differentiated learning with support and scaffolding
- Pre-plan with key LSA
- Targeted questioning with preview
- Praise and challenge away from peers.

All Students...

- >Routines and expectations
- >Responsibility for Learning
- >Independence and self-regulation
- >Build in good habits e.g. Raising hand

Make behaviour easier by making it explicit - be direct

Front load expectations - talk through behaviours and protocols
Reboot behaviour at any time - as long as it is done with clarity

Teaching habits that promote good learning behaviours -

- Explanation
- Exemplification
- Reiteration
- Repetition
- Reinforcement

Appendix 3 - Preview, Warn and Give Consequences

Classroom - Behaviour for Learning

Partner Classroom - Student leaves classroom until the end of the lesson and completes directed work in Partner Classroom. Formal Restorative Justice or 20 min detention set. Contact home made.

Consequence - 1 to 1 Discussion and/ or Short Time outside classroom. Inconvenience time may be used as an opportunity opportunity for Reflection and Repairing.

Warning - Warning given to student or group of students. Redirect and give a reminder of expectations. Preview the consequence that will be given if the unwanted behaviour continues.

Preview of Behaviour for Learning Expectations - Shared with Whole Class

Appendix 4 - Consequence Guidance Table

Action	Usual consequence	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 students to correct uniform. Note that refusal should be treated as failure to follow instructions (see below) ● Incorrect items are confiscated and returned to students at the end of the day. ● If immediate correction is not possible, staff can refer the student to the HOY/ SLT. ● Member of staff enters information in Class Charts ● HOY or SLT may place student in BSU or 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) ● Member of staff 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 the Site Team to improve the appearance of the site. Mentor and HOY to be informed via Class Charts log
Late to registration or assembly	Level 2 Late Detention after school	<ul style="list-style-type: none"> ● Tutor/SLT running late tutor logs late arrival using Class Charts ● Each L mark results in a 10 minutes after school detention on the same day, co-ordinated by Senior Attendance Officer. Communicated via text to parent/carer ● Detentions run by HOYs with support from SLT ● Failure to attend may results in a Level 3 SLT Detention
Late to lesson	Level 2 Late Detention After School	<ul style="list-style-type: none"> ● Teacher logs late arrival on Class Charts register with minutes late ● Communicates disapproval with student for lateness appropriately ● 2 late to lesson marks will result in a Level 2 Late Detention after school/ ● A student that has more that two late detentions in a week will be referred to the HOY by the Senior Attendance Officer

Improper use of the lift	Admonishment/apology and Level 2/3 Detention with community service for repeat offence.	<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 HOY for community service and/or Level 2/3 Detention.
Using a mobile phone in school at any time or use of other electronic device, including MP3 players, without permission.	Phone/device confiscated Level 2 detention may be issued if there is a disruption to learning or for repeat offences.	<ul style="list-style-type: none"> ● A member of staff may confiscate a mobile phone if it is being used in school without permission (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. ● Confiscation must be logged on Class Charts (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 or 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 Class Charts and brought to the attention of the HOY..
Not being prepared for lessons	Detention either Level 2 or Level 3	<ul style="list-style-type: none"> ● Teacher sets detention on Class Charts ● Teacher writes Class Charts log and communicates with home ● Persistent issues should be brought to the attention of the Subject Leader, Tutor and HOY.
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 Class Charts ● Teacher writes Class Charts log and communicates with home ● Persistent issues should be brought to the attention of the Subject Leader, Tutor and HOY
Inappropriate use of mobile phone, social media or ICT resources.	Detention either Level 2 Level 3. Seriously inappropriate content or use of equipment to bully or harass may result in a sanction up to and including Level 6.	<ul style="list-style-type: none"> ● Teacher sets detention on Class Charts ● Teacher writes Class Charts log and communicates with home ● Teacher informs IT ● Persistent or seriously inappropriate issues should be brought to the attention of the Tutor and HOY

	Withdrawal of access to the school ICT system	
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 Class Charts. The original member of staff should be involved in the sanction and receive an apology from the student. ● Teacher writes Class Charts log and communicates with home ● Persistent issues should be brought to the attention of the Tutor and HOY
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 Class Charts log, informs the the Tutor and HOY, and liaise HOY as required for serious incidents ● HOY informs parent/carers via planner, letter or phone-call ● Letter may invite parents to contribute towards cost of repair or replacement ● HOY to coordinate community service
Disruption to lessons	Detention either Level 2 or Level 3	<ul style="list-style-type: none"> ● Teacher sets detention on Class Charts. The original member of staff should be involved in the sanction and receive an apology from the student. ● Teacher writes Class Charts log and communicates with home ● Persistent issues should be brought to the attention of the Tutor and HOY
Irresolvable disruption to learning	Removal to another class ("partner class") L3 Detention or L3 BSU.	<ul style="list-style-type: none"> ● Teacher sets detention on Class Charts. The original member of staff and subject leader should be involved in the sanction and receive an apology from the student. ● Teacher writes Class Charts log and communicates with home ● Subject leader coordinates with HOY
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 HOY and SLT.
Internal truancy from a lesson	Level 3 after-school detention or BSU.	<ul style="list-style-type: none"> ● Member of Staff to inform HOY and enter information in SIMS ● HOY will follow up with communication and appropriate sanction. ● HOY to also share Truancy information with Safeguarding Team, and record on CPOMS
External truancy	Level 4 internal exclusion	<ul style="list-style-type: none"> ● Member of Staff to inform HOY and enter information in Class Charts ● HOY will follow up with communication and appropriate sanction. ● HOY to also share Truancy information with Safeguarding Team, and record on CPOMS
Using discriminatory language (eg homophobic, racist, sexist, disablist)	Sanctions from L3 to L5 depending on the nature of the incident.	<ul style="list-style-type: none"> ● Member of staff responds and intervenes immediately. Allows students involved to make a written statement. ● Member staff completes Discriminatory Incident Form

		<ul style="list-style-type: none"> ● Member of staff completes CLASS Charts log and refers to HOY/designated members of staff (SLT and Equalities Team) ● HOY/designated members of staff will liaise with parent/carers, support agencies and coordinate sanction, support and restorative justice. ● The member of staff will be informed of the outcomes
Bullying (including cyber-bullying that takes place in school)	Sanction depends on extent of issue	<ul style="list-style-type: none"> ● Member of staff logs incident and refers to HOY ● HOY coordinates communication with parent/carers, reparation, restorative justice or sanction and support ● If cyber-bullying HOY will inform Assistant Headteacher 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 Class Charts log and alerts HOY who will communicate with parent/carers and liaise with SLT regarding exclusion ● SLT 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 HOY, SLT duty person and nearby colleagues ● Member of Staff, Pastoral Leader, HOY or SLT takes statements and offers witnesses the opportunity to do so ● Member of Staff completes Class Charts log and alerts HOY who will communicate with parent/carers and liaise with SLT 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 HOY, SLT duty person and nearby colleagues ● Member of Staff completes Class Charts log and alerts HOY who will communicate with parent/carers and liaise with AHT 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 HOY/On-call/SLT duty person as appropriate ● SLT duty person to be informed by reception team

		<ul style="list-style-type: none"> ● Member of Staff, Pastoral Leader, HOY or SLT takes statements and offers witnesses the opportunity to do so ● Member of staff completes Class Charts log and alerts HOY who will communicate with parent/carers and liaise with SLT regarding exclusion ● Letter to parents will follow as part of the Exclusion process
Smoking, Vaping or Electronic Cigarette	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 Class Charts log and alerts HOY who will communicate with parent/carers and liaise with SLT 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 asks a colleague to ensure the student completes an incident form ● Member of staff completes Class Charts log and refers to HOY who will communicate with parent/carers and liaise with SLT 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 HOY or SLT duty person immediately ● Student is isolated and may be searched ● Member of staff completes Class Charts log ● Safeguarding Team informed and details recorded on CPOMS ● HOY/SLT will contact parent/carer and liaise with SLT regarding exclusion ● SLT 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, Pastoral Leader, HOY or SLT takes statements and offers witnesses the opportunity to do so ● Member of staff completes Class Charts log and alerts HOY who will communicate with parent/carers and liaise with SLT 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 HOY ● Student is isolated and may be searched

		<ul style="list-style-type: none"> Member of Staff, Pastoral Leader, HOY or SLT takes statements and offers witnesses the opportunity to do so Member of staff completes Class Charts log Safeguarding Team informed and details recorded on CPOMS HOY who will liaise with SLT regarding potential exclusion SLT 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, HOYs, SLT duty person and nearby colleagues Member of staff completes Class Charts log and alerts HOY who will liaise with SLT regarding potential exclusion Safeguarding Team informed and details recorded on CPOMS SLT 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 Class Charts log and alerts HOY who will liaise with SLT regarding potential exclusion Safeguarding Team informed and details recorded on CPOMS SLT may choose to involve the police Letter and phone call to parent/carers will follow as part of the Exclusion process

Appendix 5 - BCCS Behaviour Support Stages

Stage	Lead Professional	Entry Criteria	Exit Criteria	Length of Stage (2 Week report Card)	Student Contact	Parental/Carer Contact	Interventions	SEND
Tutor	Tutor	- 10 BP per term - Repeated poor behaviour - Low level disruption of other students learning - First Internal exclusion	1. Targets have been met = exit 2. Targets partially met = extension i 3. Targets not met = escalation	- 2 Weeks (with report card)	- Report Card - 8.40am everyday and 3.20pm on Friday	- Email, phone call or meeting at start and end of stage - Sign report card every day	- Tutor group mentor - Extra-curricular involvement - Report Card	SENDCo/Asst. SENDCo informed of intended sanction. Reasonable adjustment <i>may</i> be put in place to provide an alternative behaviour intervention
PSL	PSL	- Failed Tutor Stage - Second internal or first external exclusion	1. Targets have been met = de-escalation 2. Targets partially met = extension 3. Targets not met = escalation	- 2 Weeks (with report card)	- Report Card - Signed off twice daily. AM sign off by tutor. PM sign off at 3.20 by PSL.	- Email, phone call or meeting at start and end of stage - Sign report card every day	- Sixth Form mentor - Community Service - Report Card	Phase 1 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
1	Head of Year	- Failed PSL Stage - Repeated internal or external exclusion	1. Targets have been met = de-escalation 2. Targets partially met = extension 3. Targets not met = escalation	- 2 Weeks (with report card)	- Report Card - Monitored at 8.30am and 3.20pm by HOY	- Meeting and letter at start and end of stage - Fortnightly phone call with HOY - Sign report card every day	- Outside agencies - Social time restrictions - Staff mentor - Report Card	
2	Head of Year with Assistant Headteacher	- Failed Stage 1 - Repeated internal or external exclusion - Lengthy external exclusion (Smoking, extreme rudeness to staff, violence)	1. Targets have been met = de-escalation 2. Targets partially met = extension 3. Targets not met = escalation	- 4 Weeks	- Report Card - Monitored at 10.10, 12.35 & 3.20 by HOY or AHT - Tutors to monitor daily.	- Meeting and letter at start and end of stage - Weekly phone call with HOY or AHT - Sign report card every day	- BSU respite - Risk of PEX paperwork - Report Card	Phase 2 As Phase 1 plus Multi agency meeting to discuss additional provision required Referral to specialist agencies : EP / BAT / CAMHS / OT / ALP Hub
3	Head of Year with SLT of Headteacher	- Failed Stage 2 - Repeated external exclusion - Lengthy external exclusion (drugs, alcohol, extreme violence, weapons)	1. Targets have been met = de-escalation 2. Targets partially met = extension 3. Targets not met = escalation	- 4 Weeks	- Report Card - Monitored at 10.10, 12.35 & 3.20 by HOY, SLT or HT - Tutors to monitor daily.	- Meeting and letter at start and end of stage - Weekly phone call - Fortnightly meeting with HOY - Sign report card every day	- Governors Informed - Part time timetable - Negotiated Transfer - Report Card	Phase 3 SENDCo involvement in NT process? What kind of setting will meet need? Ensure clear communication with Inclusion leader/SENDCo from receiving organisation.

Appendix 6 - Discriminatory Incident Flow Chart

<p>1. Initial Response</p> <p>Member of staff responds and intervenes immediately. Allows students involved to make a written statement.</p>
<p>Member staff completes Discriminatory Incident Form. Member staff informs HOY and emails report to Equalities and Diversity Team</p>
<p>2. Investigation</p> <p>HOY/designated members of staff (SLT and Equalities Team) investigate the incident and listen to all parties involved. Informs and involves other key staff.</p>
<p>3. Follow Up</p> <p>Make sure the discriminatory incident is addressed and explain to all involved why it is a discriminatory incident. Take appropriate action, in line with the school behaviour policy including an opportunity for education. HOY/designated members of staff will liaise with parent/carers, support agencies and coordinate sanction, support and restorative justice. The member of staff will be informed of the outcomes.</p>
<p>4. Recording</p> <p>Record details of the incident and follow up on SIMS, as Level 3 to Level 5 depending on the nature of the incident. Discriminatory incident report from SIMS generated and reported to Head termly.</p>