

Foundation School



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THE BISHOP'S STORTFORD HIGH SCHOOL

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## THE BISHOP'S STORTFORD HIGH SCHOOL BEHAVIOUR FOR LEARNING POLICY

<b>Date of last review:</b>	Autumn 2023	<b>Review period:</b>	2 years
<b>Date of next review:</b>	Autumn 2025	<b>Owner:</b>	Full Governing Body
		<b>Approval:</b>	



*TBSHS: A truly all-round education*



## **Rationale**

The Bishop's Stortford High School seeks to provide a truly all-round education to all its students within its Christian ethos. It sees this process as a partnership between student, parent and the school. Intrinsic to this is the development of commitment to learning, self-discipline, respect for others and their possessions, and responsibility within the community. The Behaviour for Learning policy is intended to:

- establish the highest standards of student behaviour and discipline
- facilitate outstanding teaching and learning
- ensure equality of opportunity and the fulfilment of individual potential
- enable students to become responsible for their own behaviour and learning and to develop self esteem
- focus on nurturing an excellent work ethic in all students
- improve attendance and punctuality to school
- adopt a consistent approach to behaviour management
- ensure all members of the learning community at TBSHS feel safe and valued in an environment free from disruption, violence, bullying and any form of harassment (and increase student confidence in reporting it)

The Bishop's Stortford High School promotes equality of opportunity. We are committed to take a positive stand to ensure all stakeholders have a right to equality of opportunity and achievement regardless of race and ethnicity, faith, belief and religion, disability and access, age, sex and sexual orientation. Equality of opportunity is related to all areas of the school's work and is a fundamental aspect of the ethos of the school.

## **Jurisdiction**

This policy will apply to:

- Students whilst they are at the school, travelling to or from the school or whilst in school uniform.
- Students on trips or sporting fixtures where throughout the time they are the responsibility of the school and its staff.
- Behaviour outside the school if there is a clear link between that behaviour and maintaining good behaviour and the discipline of the student body as a whole or where behaviour affects the excellent reputation of the School.

## **Roles and Responsibilities**

The Governing Body, in consultation with the Headteacher, staff and parents will keep the policy for the promotion of good behaviour for learning under review. It will ensure that it is communicated to students and parents, is non-discriminatory and that expectations are clear.

- The Headteacher is responsible for the implementation and day-to-day management of the policy and procedures.
- Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high quality learning environment, teaching good behaviour for learning and implementing the agreed policy and procedures consistently.
- The Governing Body, Headteacher and staff will seek to ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality.
- They will also endeavour to ensure that the concerns of students are listened to and appropriately addressed.
- Parents and carers are encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy. Behaviour and discipline are the shared responsibilities of all students, staff and parents.
- Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

## School Expectations

The Bishop's Stortford High School sets the highest expectations of behaviour for learning. It is made clear to students and their parents that the school is focussed relentlessly on achieving outstanding academic success, with each student fulfilling their potential, and that if this is to be achieved there is no place or time for disruptive behaviour, or negative attitudes to learning. At TBSHS we value Commitment, Aspiration, Respect, Integrity and Community. We expect all students to be courteous and helpful to one another and staff at all times. We expect students to understand, embrace and demonstrate our equality core values and 'The Learner Responsibilities' expected of students:

- Be proactive
- Be resilient
- Regularly review work
- Listen carefully to others.
- Collaborate to everyone's mutual benefit

## How good behaviour for learning is encouraged

In order to nurture and develop a positive attitude and culture to learning, TBSHS:

- Insists upon the highest standards of classroom teaching, so that students feel motivated and engaged in lessons.
- Through the provision of an effective pastoral system, based on Year Groups, Heads of Years and Form Tutors and with the support of inclusion managers and external agencies, provides every student with the individual support, challenge and mentoring needed to maintain positive attitudes to learning.
- Fully involves students themselves in the life of their school, through an effective School Council and student House Captains so that students see their education as a joint endeavour with the staff of the school.
- Sets out clear, simple expectations for classroom behaviour, which ensure that no lessons are disrupted by inappropriate behaviour, even of a very low level nature.
- Establishes close relationships with parents/carers as key partners in maintaining students' positive attitude to learning.
- Has a high-status, high-profile school uniform, including a traditional blazer in distinctive colours that represents the Black and Gold Spirit, and insists upon all students wearing the uniform correctly at all times, in order to foster a sense of community, identity and professionalism. In the Sixth Form, students are expected to adhere to the Sixth Form Dress Code.
- Ensures that all forms of bullying are not tolerated and are effectively dealt with by using a range of the sanctions and the implementation of positive interventions such as restorative justice to achieve understanding and prevent re-offending.

When a student demonstrates a positive attitude to learning and/or a co-operative attitude in their conduct or has excelled in a particular activity, they are rewarded and verbally praised, giving them recognition in front of their peers. Examples of incentives and rewards to acknowledge positive behaviour, attitude and attendance include:

- Verbal praise
- House points
- Letters home
- Certificates
- Commendation teas
- Recognition in assemblies, including celebration and final assemblies
- Awards evening

We want students to exhibit the school values in everything they do and therefore celebrate this via categorising our house point rewards under the values of commitment, aspiration, respect, integrity and community.

Typically, students will be awarded house points for:

- Commitment – *Sticking at something despite challenges or distractions.*

- *Aspiration – Actively working towards a challenging goal.*
- *Respect – Outstanding attitude towards an individual.*
- *Integrity – Doing the morally right thing, often when it is not the easiest option.*
- *Community – Actions that help or benefit more than one person.*

### **Through the curriculum**

The characteristics of appropriate social behaviour that will help students and groups of students to learn effectively are taught through both the formal and informal curriculum. Thus:

- All teachers display the Core Habits of a Responsible Learner in their classrooms. They illustrate their importance in students' development as a responsible learner at TBSHS.
- The PSHE and Citizenship curricula teach positive behaviour, as well as those behaviours that have a negative impact on others; including name-calling, abusive language, swearing, bullying, racism, sexism, and individual rights.
- Assembly themes encourage students to consider moral and ethical standpoints and incorporate Fundamental British Values.
- There are opportunities for students to learn from each other (peer to peer mentoring) and for them to take positions of responsibility, e.g. the School Council, in the Library, and as House Captains. The school actively seeks to find new ways of encouraging leadership opportunities.

### **Developing positive relationships with students**

In keeping with their roles as professionals, teachers aim to foster appropriate and positive relationships with students, which encourages good citizenship that helps students to take responsibility for their actions and realise that poor behaviour has consequences.

### **Through partnership with parents**

All parents/carers are expected to sign our Home-School Agreement, and therefore support our decisions and approach to discipline and ensure a positive culture for learning. This establishes the successful partnership we know students require to develop as successful, responsible and all-round learners.

### **How poor behaviour for learning is discouraged**

We recognise that developing and maintaining good behaviour is a whole-school issue and that students should be treated fairly and consistently. All members of staff are responsible for ensuring this consistency of experience for students. This includes an expectation of punctuality and correct uniform, as well as classroom routines and appropriate behaviour. We recognise that misbehaviour in social time can spill over into the classroom and disrupt learning. All staff therefore have a responsibility for supervising students during social times and maintaining a calm atmosphere around school. Where a student has behaved poorly, our response will depend upon:

- the seriousness of the offence,
- the student's response to the offence, e.g. acknowledgement of wrong-doing, remorse, honesty and cooperation,
- their previous record.

It is inappropriate and can be misleading to be totally prescriptive about the relative seriousness of offences as the contexts may vary enormously. The following is offered as a guideline and the range of behaviours is not exhaustive.

### **Low Level Behaviour**

Instances of low-level behaviour may be dealt with at the discretion of individual members of staff, who may consult with the Form Tutor. Depending on context parents may be informed. Sanctions for the following may include a reprimand, litter duty, being kept behind after a lesson, loss of break or part of lunchtime:

- failure to engage in learning and adopt/model the TBSHS Core Habits of Responsible Learning
- lateness for lessons
- untidy work
- talking in class
- failure to bring equipment

- failure to submit homework
- incorrect uniform
- dropping litter
- chewing gum

### **More Serious Incidents**

None of the above would remain low level if they were constantly repeated or persistent. The Head of Year and/or a Subject Leader will become involved in the case of more serious incidents and parents/carers will be informed. Sanctions for the following may include being placed on report, or given a more serious detention, or internally suspended for a period of time:

- bullying
- truancy
- lying to a member of staff
- spitting
- misuse of mobile technology
- disruption
- persistent misbehaviour of the kind listed under low level

For those students who display continuous disruptive behaviour, the school will work with other external agencies as soon as possible to assess the needs of the student and provide appropriate support as necessary.

### **Serious Incidents**

Parents/carers will be informed if serious incidents occur.

- Fighting/physical assault on a member of the school community
- persistent failure to meet expectations
- defiance
- making a malicious and/or false allegation about a member of staff
- demonstrating hostility or prejudice based on any of the protected characteristics. These include race, gender, religion, disability, sexual orientation, or transgender identity.
- damage to School property, vandalism, graffiti
- theft
- rudeness to a member of staff
- actual or threatened violence, bullying
- possession of an offensive weapon or a potentially dangerous object
- smoking (or using e-cigarettes, vapes or any other variation)
- possessing or supplying cigarettes, e-cigarettes, vapes or other versions
- passing off work produced by another person or using software such as AI technology as student's own work
- possessing, consuming, being under the influence of, or supplying an illegal or controlled drug or alcohol, even in very small quantities, (including any items associated with drugs). *The school reserves the right to use drug testing kits should the suspicion arise that e-cigarettes, vapes or any other smoking paraphernalia has, or is being used to consume illegal or prohibited drugs.*

In these cases a student may be:

- internally suspended for a period of time
- required to come to School when other students are at home (for example on an INSET day)
- suspended from school (for a fixed term or permanently excluded)

For all suspensions the Headteacher will be informed and parents will receive a letter explaining the reasons for the suspension. In some cases it may be necessary to inform the police. Following a suspension, a student will be required to attend a meeting, accompanied by their parents at the school to agree the conditions of the student's reintegration back into the school community. For more serious cases, this reintegration meeting may involve external agency support for the student. The decision to exclude a student permanently is recognised as a serious one and is not taken lightly. It will usually, though not always, be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success, serious breaches of school discipline or a serious breach of school discipline.

### **TBSHS Sanctions**

Whilst it will always be the intention of the school to promote positive Behaviour for Learning, there will be times when sanctions are required to deter students from repeating instances of unacceptable behaviour or to discourage other students from behaving in a similarly inappropriate way. In order to ensure the smooth running of the school day, especially lessons, any instances of poor behaviour or attitude will be dealt with quickly and seriously;

- For students to realise their role in the learning partnership
- To deter students from continuing to display poor behaviour for learning
- To provide a safe, secure learning environment
- To encourage personal development in order to function as a civilised and responsible member of society
- For students to accept responsibility for their own behaviour

Staff at the school are given the professional responsibility to use their judgement in assessing the seriousness of any such poor behaviour and the appropriate level of sanction that should subsequently be applied. Sanctions may include:

- Verbal reprimand and no further action
- Detentions (lunchtime and after school)
- Letter or phone call home
- Sixth Form Standards Detention (for those students in the Sixth Form)
- Being on report (to Head of Year for example)
- Community service ("paying back" to the school in order to rectify mistakes e.g. litter picking duty for example)
- Internal Suspension
- Attendance in school on INSET days
- Suspension
- Permanent Exclusion

These sanctions are designed to modify the behaviour of individual or groups of students, though in addition, students will also need to demonstrate that they appreciate the severity of the situation and are genuinely regretful of their misdemeanour or misconduct. Failure to demonstrate this may result in further sanction.

### **Detentions**

Detentions may be given for instances of poor behaviour, attitude or level of effort. They may be set at lunchtime or after school.

### **Lunchtime detention**

A member of staff may keep a student in for a lunchtime detention without notice. The detention is carried out by the member of staff issuing the detention at a time and place of their choosing. Examples of issues for which a lunchtime detention might normally be used include:

- Poor commitment to learning
- Minor misbehaviour
- Lateness for lessons

- Untidy work or persistently untidy work
- Lack of equipment/student planner
- Abuse of equipment (belonging to the school or another student)

### **After-School Detentions**

These may be issued by any member of staff and parents will be informed in most instances 24 hours prior to the detention taking place. The student will be informed verbally of when, where and why they are in detention. Some behaviours may result in a week of after-school detentions. Examples of issues for which after-school detentions might normally be used include:

- failure to do homework/late homework (even if completed)/poor effort with homework
- more serious misbehaviour
- persistent lateness to lessons

After-school detentions are typically one hour in duration in the first instance. Following the issuing of DfE guidance 'Behaviour and discipline in schools' (January 2016), neither parental consent nor prior notice are required for detentions. Whilst the school is not obliged to give 24 hours' notice, it appreciates the implications for parents for not doing so. However, in providing 24 hours' notice the school is politely informing parents of the detention and is not seeking permission to detain the student. Failure to attend an after-school detention is likely to result in one or more extended after-school detentions being set by the teacher. Failure to attend any of these detentions will result in internal suspension for the student for one day, followed by the detention. Sixth Form Standards Detentions can only be issued by the Sixth Form Management Team and are issued to students in the Sixth Form who fail to meet the expected standards. This detention is two hours long and takes place once a week under the supervision of the Sixth Form Management Team.

### **Searches** Updated with reference to *DfE: Searching, Screening and Confiscation: Advice for Schools, July 2022*

In certain circumstances it may be necessary to search a student if there are reasonable grounds for suspecting that a student is in possession of a prohibited item. Prohibited items include:

- Knives and weapons
- Alcohol
- Illegal drugs or controlled drugs (or paraphernalia that can be used to consume and/or store, illegal or prohibited drugs).
- Stolen items
- Tobacco and/or cigarette papers/e-cigarettes, vapes or other versions
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Staff conducting a search in school, or whilst on a school-related activity or trip, must follow the procedure outlined in the school guidance document '*Procedures for TBSHS staff when searching a student.*'

Only the headteacher, or a member of staff, usually the senior leadership or pastoral team, authorised by the headteacher, can carry out a search. In exceptional circumstances, such as while on a residential school trip, it might be necessary for another member of staff to conduct a search. In this instance, the headteacher should be informed as soon as possible. In all instances designated safeguarding lead (or deputy) must be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item. This should be recorded in the school safeguarding system whether prohibited item is found or not.

Consent to search a student for prohibited items is not required. The school is not required to seek consent from parents/carers before undertaking a search, neither is it required to inform parents/carers that a search has taken place. However, TBSHS will always seek to build and maintain positive relations with parents/carers in our school community and the Head of Year will usually notify parents as a matter of courtesy. In the event that prohibited

items are found during the course of a search, these will be removed from the student and the school will inform parents (though there is no legal requirement to do so). It may also be necessary to inform the police.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

### **Searches of electronic devices**

Staff may examine any data or files on an electronic device they have confiscated as a result of a search, as defined under criteria for conducting a search.

Following any search of a student the parent/carer must be informed of the reason for and outcome of the search.

### **Use of Physical Intervention / Restraint & Restrictive behaviour**

Physical Intervention is defined as contact between staff and a child where no significant force is involved. This will be used for interactions including:

- affirmation and praise
- to gently direct a child
- to avert danger to the child
- for curricular reasons
- first aid and medical treatment

Restraint & restrictive intervention is defined as planned or reactive acts that restrict an individual's movement, liberty and/or freedom to act independently. Where used, will only do this to prevent a child from injuring themselves, committing a criminal offence, injuring others or causing serious damage to property (including their own property)

Staff are not expected to put themselves in danger and that removing other children and themselves from escalating situations may be the right thing to do. Legal defence for the use of force is based on evidence that action taken was reasonable, proportionate and necessary.

The use of a restraint or restrictive intervention, must always be recorded using the 'Use of restrictive intervention' form and reported to the relevant key stage pastoral lead as quickly as practicable (and in any event within 24 hours of the incident) by the person(s) involved in the incident.

### **Internal Suspension**

Internal suspension is agreed for serious offences by the Head of Year and a member of the Senior Leadership Team. This sanction may be used for offences such as:

- Removal from class by SLT
- Rudeness to staff
- Bullying
- Lack of attendance at an extended after-school detention
- Persistent disruption across subjects
- Persistent truancy/missing a lesson/unauthorised absence
- Persistent refusal to comply with staff instruction
- Swearing in class not directed at a member of staff (note that swearing **at** a member of staff or severe or prolonged rudeness will result in an external exclusion)
- Inappropriate or unauthorised use of mobile technology that causes disruption
- Repeated failure to behave appropriately in lessons

When a student is suspended from lessons they will usually be required to spend all or part of a day working in internal suspension. Work will be set for that period of time and completed in silence by the student, under supervision. The student will eat lunch with an Inclusion Manager and have no contact with other students at break or lunchtime. Parents are notified of this suspension and may be invited to come to meet with the Head of



Year in consultation with the senior leadership team member (pastoral) to discuss the behaviour that led to the suspension. For more serious or repeated offences a fixed-term or permanent exclusion may be used; in all cases, sanctions will be adjusted to individual cases and account will be taken of whether this is a repeat offence or whether there are mitigating circumstances.

### **Suspensions**

Sparing use will be made of short suspensions for serious breaches of school discipline, for example:

- Participating in a fight
- Physical assault against another member of the school community
- Demonstrating hostility or prejudice based on race, gender, religion, disability, sexual orientation, or transgender identity
- Deliberate damage to school property or vandalism (including graffiti)
- Misuse (regardless of intent) of technology (mobile or otherwise) that causes offence to members of the school community. For example; the handling, sharing, showing images and/or text that are racist, sexist, homophobic, or of an explicit nature
- Failure to allow a senior member of staff to inspect mobile technology when required

Suspensions of up to 5 days will take place at the student's home, with work provided by the school. The school expects not to use permanent exclusion, except in the unlikely event of an unexpected, exceptional and one-off serious incident or repeated refusal to accept the authority of the school. When a decision to suspend or permanently exclude has been made, parents/carers will be notified as quickly as possible. This may initially be by telephone call, followed by a letter. If the student is being looked after by the Local Authority, the Social Services department should be informed. The suspension notification should state the reason for the suspension, its duration and the date of the reintegration meeting. It must also inform parents/carers of their right to appeal on the grounds of discrimination. There are two categories of suspension/exclusion:

These are made for very serious offences and may only be given by the Head teacher or, in his absence, a Deputy Head. In the event of a very serious offence, an investigation conducted by a Head of Year and in discussion with the senior leadership team member (pastoral) will lead to a recommendation being made to the Head teacher to issue a student with a suspension. Students may be kept out of circulation in internal suspension whilst the investigation is being carried out.

### **Permanent Exclusion**

This is the most serious sanction that may be applied by the school and it would be used only in response to:

- a serious breach, or persistent breaches, of the school's Behaviour for Learning policy
- where allowing the student to remain in school would seriously harm the education or welfare of the student or of other students, staff or members of the wider community

It is a rare sanction of the last resort and is used only after careful consideration involving Heads of Year, the senior leadership team member (pastoral) and the Head teacher. The final decision can only be taken by the Head teacher.