



BEST POLICY

COVID-19 Amendum June 2020

On 25th May the Department for Education updated guidance for the wider re-opening of schools. This includes a requirement for schools to update their behaviour policy to reflect new rules and routines, and communicate these changes to staff, students and parents. This document outlines updates to Bishops' Expected Standards (BESt). This document has been reviewed in July 2020 following the Governments decision for all students to return to school from September. This was updated in August alongside guidance on how schools can plan for Tier 2 restrictions. Links to this guidance can be found below:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

<https://www.gov.uk/government/publications/how-schools-can-plan-for-tier-2-local-restrictions/how-schools-can-plan-for-tier-2-local-restrictions>

1. Behaviour expectations – Bishops' Expected Standards (BESt)

To enable a clear and consistent agreed approach towards correct behaviour all students have the responsibility to ensure that they understand expectations, behave appropriately and fully understand the consequences and rewards resulting from the decisions and actions they take. Bishops' Expected Standard (BESt) of behaviour for students reinforces the need for students to embrace opportunities with a positive approach, an attitude of respect for others and pride in our efforts. We base our Bishops' Expected Standards (BESt) on the second of Jesus' Great Commandments: 'Love your neighbour as you love yourself'. It is particularly important, given the current social situation that we continue to nurture a sense of responsibility, a sense of community and encourage students to act wisely in making positive choices.

The	<p>We have pride in our efforts and do everything to the best of our abilities</p>	<p>We make positive choices and co-operate</p>	<p>We treat all members of our community with respect</p>
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principles underpinning BESt have supported learning from home and will continue to support positive choices with learning and community behaviours as we welcome students back on site. This appendix explains some details to support learners as they return to school.

2. Pride in our efforts and do everything to the best of our abilities

Pride in our efforts with hygiene rules

- Students are expected to wash their hands for at least 20 seconds with soap and water, and/or alcohol-based hand sanitiser:
 - Upon arrival at and departure from the school.
 - Before and after consuming food.
 - After using the toilet.
 - After coughing or sneezing.

- Students are expected to have a responsible attitude to hand and respiratory hygiene and use resources responsibly, e.g. using hand sanitiser as directed, dispose of tissues using the litter bins provided, avoiding touching your mouth, nose and eyes with hands.
- Students are permitted to bring in their own hand sanitiser and tissues, although adequate facilities for hygiene will be provided at school.
- Students will be expected to use the toilets designated to them during learning time following the guidance and signage provided. During recreational time toilets will be supervised and students are expected to follow the guidance from the duty member of staff.

Pride in appearance - uniform

- It is important that our students feel a sense of belonging, pride and community through a smart and practical uniform.
- We expect students to wear a full school uniform and PE uniform per uniform policy.
- Facecoverings/masks will be required to be worn inside the school building by staff and students apart from when in lessons. This includes indoor recreational spaces, corridors, toilets. Students are not permitted to wear a facecovering/mask in lessons. Staff may still opt to wear a facecovering/mask in lessons. Facecoverings/masks are not required to be worn outside. Facecoverings/masks is required when using school and public transport. Some students may carry mask exemption cards. Students will be guided to handwashing facilities once they have removed their face coverings before entering school.

<https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education>

Pride in equipment

- Students are not permitted to share equipment. They should bring their own equipment to school in a suitable school bag. If a student doesn't have the correct equipment they must alert a member of staff and not ask to share equipment with other students. Basic equipment list includes pencil case, black pen x 2, pencil x 2, pencil sharpener, rubber, green pen, colouring pencils, 15cm ruler, protractor, 360 degree compass, calculator, reading book.
- Electronic devices are not required during learning time. They are only allowed during unstructured times. These are before school, break time, lunchtime and after school. If devices are seen they may be requested and kept in a safe place until the end of the school day.

Pride in our efforts to be aware of symptoms

- The school expects students to report to a member of staff as soon as possible if they are feeling unwell and showing symptoms of coronavirus, or believe a peer is showing symptoms of coronavirus.
- The school allocates suitable areas that can be used to isolate students who shows symptoms of coronavirus whilst they wait for their parent or primary carer to collect them.
- Students who have been advised to self-isolate at school while waiting to go home are expected to follow all infection control and physical distancing rules in place and must not leave the area used to isolate them until their parents or primary carer picks them up.
- Targeting students who have had, currently have, or are suspected to have coronavirus is not acceptable and will be addressed in line with the Anti Bullying Policy.

3. Positive choices to co-operate

Positive choices with attendance

Missing out on more time in the classroom risks pupils falling further behind. Those with higher overall absence tend to achieve less well in both primary and secondary school. School attendance will therefore be mandatory again from the beginning of the autumn term. This means from that point, the usual rules on school attendance will apply, including:

- parents' duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age;
- schools' responsibilities to record attendance and follow up absence
- the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct.

Please read **Appendix A** for further information about updates to attendance following COVID.

Positive choices with punctuality

- The school expects students to follow all arrival and departure arrangements to the best of their ability and to arrive at the correct time. The start of the school day is 8.40am. We will stagger the end of the day to allow for safe movement off site. The timings are

Mon/Weds/Thurs/Fri - Tuesday early finish in brackets

Year 7 = 2.55pm (1.55pm)

Year 8 = 3.00pm (2.00pm)

Year 9 = 3.05pm (2.05pm)

Year 10 = 3.10pm (2.10pm)

Year 11 = 3.15pm (2.15pm)

Sixth forms students will leave at 3.15pm or earlier if there timetable permits

- The school expects students to move immediately to their designated place of registration when entering the school.
- Upon departure from school, the school expects students to move immediately from the school buildings, follow the one-way system and continue to observe physical distancing measures.
- We also expect students to observe distancing measures to and from school and the guidance provided by bus companies and public transport.

Positive choices with distancing

In order to facilitate the delivery of the school timetable but support minimal contact and mixing of year groups, students will work from designated blocks. Class sizes will remain with consideration given to the layout of the room to ensure that adults are 2 meters from students and other adults.

Students will be supported to maintain distance and not touch staff or peers through prompts using the language of BESt. Students are expected to co-operate with physical distancing measures put in place by the school in order to ensure the safety of all. Such measures include;

- ✓ Remain at least two metres away from adults, where practicable. Where not practicable, they are expected to maintain as much distance between themselves and others as possible and to ensure their time in close proximity to others is limited.
- ✓ Don't touch staff or peers.
- ✓ Remaining within their assigned groups.
- ✓ Avoiding physical contact at all times. No hugs, shaking hands etc.
- ✓ In the classroom, students must sit in the same place at all times in the seating plan .
- ✓ Refrain from close contact with people who display symptoms of coronavirus.

During sports and exercise activities

- The school expects students to follow all physical distancing and infection control measures during sports and exercise activities, both indoors and outdoors.
- The school permits the use of footballs at breaktimes and lunchtimes in the designated zones. However, if students are unable to keep to their designated zones, supervising adults may have to remove the opportunity to play.

Positive choices with homework

Students will still continue to access SMHW for homework tasks. Students have an increased familiarity with SMHW through their learning from home programme during school closure. Students should continue to

- Complete homework that has been set and return it on time, to the best of their ability.
- Keep all communication polite and appropriate, and in line with the school's remote learning arrangements.
- Use technology responsibly.
- Report any issues, including harassment or bullying from their peers, to a trusted adult.
- Parents are expected to use SMHW to communicate with class teachers regarding homework and communicate with subject teachers if there are any pastoral or safeguarding concerns regarding learning from home. The Safeguarding Policy has more information about this.

4. Respect members of community

Respect the school environment

- The school expects all students to move around the school following the school's arrangements, e.g. using one-way systems, out of bounds areas, queuing.
- Students are expected to move directly from one destination to the next at the times allotted to them and in their assigned groups, e.g. moving from one class to another or using the canteen.
- Students may leave the classroom to use the toilets or other sanitary facilities one at a time, with permission from a member of staff.

Respect recreational times

- Breaktimes and lunchtimes have been staggered to maintain distancing measures.
- Students are expected to take their breaks and lunchtimes within their permitted class groups and only in designated areas. Students are expected not to disrupt the learning of others when they are enjoying their breaktime/lunchtime.

- The school canteen will not be open to purchase food. For the days when students are on site, they should be provided with a snack for breaktime, a packed lunch and a water bottle. They will be given time to eat their lunch from their classroom space.

5. Promoting BESt - rewards, sanctions and consequences

Classroom consequences

We expect students to approach on-site learning with a positive attitude and co-operate with members of staff who are there to support their learning. We appreciate that students may be taught in different classrooms and classroom layouts and routines might be different to what they have previously experienced. This transition will be supported with clear communication and a consistent use of language that supports BESt. If the progress of others is affected by students who are lacking effort, un-co-operative and making poor choices with their learning then they will be reminded using the language of BESt.

Community Consequences

The expectations outlined in this policy support government messages to protect each other. Students are familiar with the importance of community and understand that individual behaviours have a wider impact. If students aren't following the expectations and guidance shared then they will be reminded using the language of BESt.

If students continue to make poor choices and behave in a way that presents a health and safety risk to themselves or others then they will be guided to a space where they are able to reflect and if necessary complete learning independently. In the rare case that a student continues to pose a health and safety risk to themselves or others then a parent/carer may be asked to collect their child for safeguarding reasons.

Rewarding our students

We do not underestimate the importance of reinforcing good behaviour and attitudes by recognising and rewarding it. Rewarding positive behaviour is essential to supporting every student achieving BESt. Everyone responds well when their actions or words are praised and young people, particularly, thrive when encouraged in this way. At Bishops' we have a comprehensive system of rewards accessible to every child, through which we aim to recognise the positive contributions made by students in many areas of school. We will continue to issue BESt points for positive choices in the classroom and in the community.

Detentions

Due to adaptations at lunchtimes, we will no longer operate lunchtime detentions. Year group detentions will be held afterschool from a designated space in the block that they have been learning from. There will be two stages of detention a C3 detention and a C4 detention. Detentions will run for three nights a week (Monday/Wednesday/Thursday)

C3 Afterschool detention

A 20 minute C3 detention will be issued if a student receives

- a. Community Consequence (uniform violation, community behaviour that requires an incident slip to be completed)

Or

- b. Classroom Consequence (C3 in lesson indicating departmental detention)

C4 Afterschool detention

An hour C4 detention will be issued if a student

- a. a student fails to turn up to a C3 detention

or

- b. a student is removed from a lesson

or

- c. Year Leader, Senior Year Leader recommendation

Detention timings and rooms

Year group	Classroom	C3 detention	C4 detention
Year 7	TBC	3.00pm - 3.20pm	3.00pm - 4.00pm
Year 8	TBC	3.05pm - 3.25pm	3.05pm - 4.05pm
Year 9	TBC	3.10pm - 3.30pm	3.10pm - 4.10pm
Year 10	TBC	3.15pm - 3.35pm	3.15pm - 4.15pm
Year 11	TBC	3.20pm - 3.40pm	3.20pm - 4.20pm
SLT detention	Main Hall	KS3 = 3.10pm - 4.40pm KS4 = 3.20pm - 4.50pm	

If students bring work to the detention to complete independent study and their conduct is good, they may be released earlier.

Poor choices and un-cooperative behaviour in a detention will lead to further consequences. The language of BESt will be used to prompt students in detentions. If students don't attend a C4 ASD without good reason they will be escalated to a Senior Leadership (SLT) Detention. Failure to attend an SLT detention may lead to further consequences, including, but not exclusively resulting in, an R2L referral.

Senior Leadership Detention

An SLT detention will be staffed by a member of the Senior Leadership Team on a Friday afterschool. This will operate from the Main Hall.

R2L

The Return to Learn (R2L) space is used for students who have been unable to respond to instructions, advice and consequences. R2L provides a supportive space for students enabling them to continue their studies under supervision. It also gives an opportunity for students to reflect further about certain types of behaviour and/or repeated behaviours.

A member of the pastoral team will contact parents and appropriate work will be provided for the student. The success of this consequence will be assessed by the positive response of the student. If

it is felt that the student has continued to make poor choices then a further period of time in the R2L room will subsequently occur.

Students scheduled to work from the R2L room will work from that space for the day. A student maybe required to work in R2L if they have either:

- completed a period of Contract Monitoring where further action is necessary

Or

- have behaved in a way that seriously falls short of BEST

Students can be referred to R2L by staff completing a C5 Senior Referral form. The Senior Year Leader and members of the pastoral and Senior Leadership Team will consider each referral and an appropriate consequence, taking into consideration the individual any SEND, pastoral or safeguarding needs.

Exclusions

The headteacher retains the power to exclude students on disciplinary grounds – all exclusions and their arrangements are carried out in line with the Exclusions Policy, where practicable.

6. Support

We acknowledge that whilst the current circumstances present challenges for all of our school community there will be some students that will find different approaches to on site learning particularly challenging. An On Call system will be in operation during every lesson to support students with positive choices. On Call staff work with supervising adults to support progress in an environment that is safe for all to learn. On Call may ask a student to leave a classroom to go to another space. During this time students will be encouraged to reflect. SEND students and those identified by inclusion teams will receive additional support for their pastoral and behavioural needs and reasonable adjustments will be made when required.

Mental health

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of children and their parents. Our form time and assembly programme will be supported by resources to support mental health and wellbeing. Staff have been trained in restorative approaches to curriculum and relationships. *See Appendix B*. Inclusion teams will continue to work with students, parents/carers and wider staff to inform and support.

Tutor Improvement Reports and Year Leader Improvement Report reports

These improvement tools set students specific targets for progress. Where successful students will be removed from these reports. If negative behaviour continues students may enter a cycle of Contract Monitoring with the Senior Year Leader.

7. Reasonable force

- Behavioural management which requires the use of reasonable force or restraint as a last resort is carried out in line with the Reasonable Force Policy.

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- The school recognises that social distancing and infection control measures cannot be adhered to using reasonable force or exercising restraint on a student to control their behaviour to prevent them posing a significant risk to themselves or others.
 - Once a student no longer needs to be restrained for the safety of others or themselves, staff continue to adhere to the social distancing and infection control measures put in place.
 - If a member of staff develops coronavirus symptoms after using restraint or reasonable force, they are sent home immediately and advised to test for coronavirus.

8. Communication

- The school will share this policy with parents, students and staff.
- A copy of this appendix will be available on the website with other resources specific to COVID – 19.
- Staff will receive training and guidance about the new expectations outlined in this policy
- Students who are eligible for on site learning will receive guidance about the key points as part of their transition back into on site learning.

9. Monitoring and review

- This appendix is reviewed in response to any new government advice by the Deputy Headteacher responsible for this policy.

Appendix A - Amendments to attendance procedures following DFE guidance July 2020.

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

Symptoms

If your child has any of the following symptoms please do not send them to school but inform the school by emailing attendance@bishopschester.co.uk and arrange for a Coronavirus test.

- A fever/high temperature
- A persistent dry cough
- Loss of taste and sense of smell

If you, your child or any member of your family display any of the symptoms above – then your child must not come to school. We will not be routinely checking students on site for symptoms. It is the parent/carers responsibility to be aware of symptoms listed and keep their child away from school if there is any suspicion that they or a member of their family are symptomatic. You should book a test and if the test is positive you must inform school by emailing testresult@bishopschester.co.uk.

If a student feels ill or develops symptoms during the day:

- They must speak to their teacher straight away.
- They will be placed in our designated medical isolation room and a parent will be called to collect them immediately.
- You will be expected to take your child for a test if the illness is linked to the symptoms above and inform the school immediately of the result so we can follow our own procedures.

Symptoms at school

If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection', which sets out that they must self-isolate for at least 7 days and should arrange to have a test to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.

- If a child is awaiting collection, they will be moved, to a room where they can be isolated behind a closed door, with appropriate adult supervision if required.
- If they need to go to the bathroom while waiting to be collected, they will use a separate bathroom. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.

PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). More information on PPE use can be found in the safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) guidance.

Children who are clinically extremely vulnerable or shielding family members who are clinically extremely vulnerable.

Pupils who are shielding or self-isolating

We now know much more about coronavirus (COVID-19) and so in future there will be far fewer children and young people advised to shield whenever community transmission rates are high. Therefore, the majority of pupils will be able to return to school.

You should note however that:

- a small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19)
- shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. Read the [current advice on shielding](#)
- if rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore they may be temporarily absent (see below).
- some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school (usually at their next planned clinical appointment). You can find more advice from the Royal College of Paediatrics and Child Health at [COVID-19 - 'shielding' guidance for children and young people](#).
- A handful of parents with children and family members in this position have already contacted us to say that the medical advice they have received is that their child should not return to school at this point. We understand this and will continue to work with these children as positively as we are able.
- Where children are not able to attend school as parents are following clinical and/or public health advice, absence will not be penalised.
- Where a pupil is unable to attend school because they are complying with clinical and/or public advice they will be directed to a learning from home programme.

Pupils and families who are anxious about return to school

Inclusion teams have identified students who they are aware may face challenges returning to school and have been in regular communication with these parents/carers and students. If parents of pupils with significant risk factors are concerned, parents are encouraged to discuss their concerns with their appropriate pastoral teams.

Appendix B - Restorative lens for education

<https://restoreourschools.wordpress.com/>

R **RECOGNITION** of what's happened and that our experiences during lockdown have all been different, life-changing for many and significant for us all. How do we encourage everyone to share their story of the pandemic so far?

E **EMPATHY** for the mix of emotions that we have in response to events at home, in school, the community and in the wider world. How can we respond with empathy, compassion and self-care, whether we are staff, students or parents?

S **SAFETY** will be paramount, both emotional and physical. How do we re-establish a sense of safety for this new normal so that students are able to learn and all are able to thrive? How do we help those who may have felt unsafe whilst they've been away from school, feel safe again?

T **TRAUMA** is now a collective as well as an individual experience, how does the school community process this? How do we support people who have experienced very particular traumas during lockdown or who are facing an even more uncertain future?

O **OPPORTUNITY** to change what needs to be changed, to reflect on what matters to us and if we'd like to do anything differently. How do we learn from this experience, now that we know we can question even seemingly fixed aspects of our world?

R **RELATIONSHIPS** are key, as they always have been. How do we reconnect, and (re-)build inclusive, responsive relationship at all levels in school?

E **ENGAGEMENT** in our own health and well-being and with the issues that affect us: our teaching, learning and community. How do we foster a culture that enables staff and students to have ownership of and agency in their lives?

RESTORE provides a restorative perspective that can inform how we plan for the return to the classrooms, playgrounds and corridors of physical schools.

It highlights seven key areas which, alongside learning, are where we need to stimulate thinking and make decisions in order to collectively move forward into a healthy 'new normal'. The areas intersect, interconnect and affect each other, as we all do. RESTORE is a lens through which staff, children and parents can look at the strategy and plans that are needed for everyone's well-being in a fast changing environment and for a safe and healthy return to school.

Appendix C - An example of expected standards with learning

The learner	
BEST point	<ul style="list-style-type: none"> • is well prepared, well presented and punctual • is very successful for his / her ability in their learning • uses initiative and thinks in a creative way • completes and submits on time, all the required work, homework, coursework and assignments to a very high standard • acquires knowledge, develops understanding and learns and practises skills exceptionally well • concentrates, is rarely off task and has high personal standards • works at an excellent pace, is very enthusiastic about learning and produces excellent work • shows respectful behaviour • is considerate and supportive of others in lesson • shows exemplary behaviour • shows respect for the learning environment and encourages others to conduct themselves well <p>A BEST+ sixth form student is passionate and</p> <ul style="list-style-type: none"> • is always well-prepared and fully utilising the opportunities presented in contact hours. • submits work on time, responding to feedback, and showing a desire to exceed target grade. • take every chance to study independently, often beyond the course’s demands and engages in wider reading and super curricular activities outside of lessons.
Verbal warning C1 maybe issued	<ul style="list-style-type: none"> • is well prepared, well presented and punctual • is successful for his / her ability in their learning • acquires knowledge, develops understanding and learns and practises skills • shows resilience in learning • routinely concentrates and is rarely off task • works at a good pace, is enthusiastic about learning • seeks to produce their best work • is co-operative and shows responsibility in responding to the expectations of staff sets consistent standards for themselves and responds to any additional guidance from staff about how to conduct themselves • shows respect for the learning environment <p>A BEST sixth form student is committed and</p> <ul style="list-style-type: none"> • is well-prepared and works well in all contact hours

	<ul style="list-style-type: none"> • submits work on time, responds to feedback with a desire to meet target grade • completes independent study to enhance learning on the course.
C1/C2 issued	<ul style="list-style-type: none"> • whilst s/he attempts the required work it is insufficient or outcomes do not reflect potential for his / her ability • acquires limited knowledge, understanding and skills • may need reminders to remain on task • shows a pace of work which is insufficient • generally behaves in a way that learning and teaching proceeds • may be showing signs of some low-level disruption • may need some prompting and reminding to maintain appropriate behaviour • may not be as purposeful as they should be in use of time • may not have as high a level of focus as s/he should but generally responds to guidance • may need a conversation with staff about behaviour shortcomings and the need for future improvements • may show a lack of respect for staff and other learners <p>A C3/BEST- sixth form student is attending and</p> <ul style="list-style-type: none"> • is sometimes unprepared, forgets resources or is off task. • sometimes submits incomplete work, falls behind or submits work that is likely to fall below their target grade. • studies independently only when directed.
C3 red slip will be completed.	<ul style="list-style-type: none"> • has made little or no preparation for the lesson • is late to the lesson • is not successful for his / her ability in their learning • completes little or none of the required work or tasks • acquires little or no knowledge; develops limited or no understanding, learns little; --reluctant to practise skills • gives up easily • shows poor behaviour which inhibits progress or well-being in the lesson • makes poor choices in learning and conduct • is unco-operative and doesn't follow instructions • through persistent disruption, excessive off-task chatter and lack of attention • undermines the work of the teacher and other learners • may show a lack of respect for staff and other learners • shows a lack of self-discipline <p>A sixth form student Causing Concern is unsatisfactory and</p> <ul style="list-style-type: none"> • frequently unprepared and off task • fails to submit work or submits work that clearly falls below target grades

	<ul style="list-style-type: none"> • shows little evidence of independent study.
C4 red slip Reflection Room	<ul style="list-style-type: none"> • is unable to stay in the lesson because of poor choices in learning • is continuing to make poor choices and be unco-operative • shows high levels of disrespect for staff, students and the learning environment • shows no self-discipline or responsibility for actions • behaves in a threatening or dangerous way • is demonstrating extreme defiance

BEST staff and parent responsibilities

Reinforcing BEST	
Staff members will:	Parents will:
<ul style="list-style-type: none"> • Implement the school's Behaviour for Learning Policy and relevant practice at all times. • Expect the BEST of students at all times • Maintain a positive and well-managed learning environment. • Be positive ambassadors of the school at all times, through their professional behaviour and conduct. • Use a language of choice and consequence to reinforce positive behaviour. • Use the school's reward system and hierarchy of sanctions to promote good behaviour. • Use the rules and consequences outlined in this policy and related practice clearly and consistently. • Treat all students fairly and equally, seeking to raise their self-esteem and develop to their full potential. • Undertake comprehensive planning to provide challenging, interesting and relevant lessons, which are appropriate to the age, ability and individual needs of students. • For every lesson, use a central recording system to record attendance and behaviour. • Raise any concerns regarding students' behaviour with their head of department in the first instance. Persistent issues may be escalated to the year's Head of Year • Challenge poor behaviour around the school and support other members of staff with behavioural 	<ul style="list-style-type: none"> • Ensure that their child attends school. • Abide by the Home-School Agreement, ensuring the attendance and punctuality of their child, as well as reporting any absences. • Encourage good behaviour and for their child to be an ambassador of the school at all times, in line with the Behaviour for Learning Policy, by reinforcing school rules. • Share any concerns they have regarding their child's education, welfare, behaviour and life at The Bishops' Blue Coat CE High School with the student's classroom teacher or SLT. • Support their child's independent learning. • Support the school's decisions in relation to behavioural issues, whilst having the right to question The Bishops' Blue Coat CE High School's decisions regarding their child's behaviour. • Ensure that their child correctly presents themselves as a student of The Bishops' Blue Coat CE High School, in accordance with the school's Uniform Policy.

issues involving individual students or groups of students.	
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- Organise detentions where appropriate.
- Continuously keep parents/carers informed of any behavioural management issues concerning their child.
- Report to a senior member of staff, abuse or intimidation by students outside of school.