



THE BISHOPS' BLUE COAT CHURCH OF ENGLAND HIGH SCHOOL

Behaviour for Learning Policy

All of the policies that shape our lives and daily practice at Bishops` are informed by our Christian vision and values: to know, nurture and inspire our students to be the best version of themselves, so that they can live 'life in all its fullness' (John 10: 10).

Is this Policy Statutory?	Yes
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1. Policy Aims

To establish and maintain a clear and fair Behaviour for Learning ethos which is consistently applied throughout the school.

1.1 Statement of Intent

Our vision statement states that:

The Bishops' Blue Coat Church of England High School is an exciting place to be. We know, nurture and inspire our community to be the best version of themselves through a better understanding of the Christian faith, and a rich set of opportunities that support and challenge our learners, so they are equipped to succeed. Through their engagement in society at Bishops' and beyond, students make a positive difference through their wise action and a sense of responsibility. Our students' initiative, drive and resilience will enable them to flourish and live 'life in all its fullness.' (John 10:10).

Each member of staff has responsibility to:

- consistently implement standards of behaviour in school, both within their classroom and at all times around the school site;
- develop a student's sense of responsibility and independence for their own actions;
- ensure that they do not affect the education of others due to poor behaviour.

1.2 Legal Framework

The government has published four separate pieces of guidance, each of which covers different issues related to student behaviour.

- *Ensuring Good Behaviour in Academies* sets out Academies' general powers and duties in relation to behaviour and attendance.
- [*Behaviour and Discipline in Schools: Guidance for Headteachers and School Staff \(DfE 2016\)*](#) focuses more exclusively on staff powers
- [*Use of Reasonable Force: Advice for headteachers, staff and governing bodies \(DfE 2013\)*](#) deals with when it is appropriate for staff to use force
- [*Searching, Screening and Confiscation: Advice for headteachers, staff and governing bodies \(DfE 2014\)*](#) deals with the powers that Academies have to search students.

The appendices contain links to the main of the legislation on behaviour guidance.

All staff at The Bishops' Blue Coat CE High School have a responsibility to ensure high standards of behaviour and safety. All adults who work in our school have an important role to play in setting an example, encouraging good standards of behaviour, developing students' social skills and securing our Safeguarding Policies. Teachers and academy employees in charge are trusted with the authority to discipline students whose behaviour is unacceptable as defined by this policy or who fail to follow a reasonable instruction. The Headteacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers.

1.3 Key Points

Outside school premises

- Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address students' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate students' behaviour in those circumstances. This may include behaviour that poses a threat to another student or member of the school or could adversely affect the reputation of the school or could have repercussions for the orderly running of the school. This may also include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Detentions

- Teachers have a legal power to place students aged under 18 in detention after school, on weekends and non-teaching days.
- Where detentions occur outside school hours school will endeavour to give parents/carers 24 hours' notice in consideration of health and safety issues.
- Parental consent is not required for any detention. Where immediate home contact can be made, a detention may be served that day. Where possible, however, 24 hours' notice is given to parents to enable suitable travel arrangements to be secured by the parent.

Searching students

- Certain staff, including Headteachers, have an existing statutory power to search students without consent if they suspect students of having 'prohibited items'. These currently includes (but is not limited to) knives and alcohol, pornography, fireworks, cigarettes, e-cigarettes and other tobacco products, illegal drugs and stolen items.

Confiscation

- Schools can include confiscation of students' property as a disciplinary sanction in their behaviour policy.
- To be lawful, confiscation must be a reasonable sanction in the circumstances of the particular case.
- The current legislation protects school staff from liability for damage to, or loss of, any confiscated items.
- Items that present a safeguarding risk should be referred to the safeguarding team who may alert the police.
- Students are not permitted to sell unauthorised items, prohibited or otherwise, on the school premises.

Use of Reasonable Force

- Staff also have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
- In addition to this guidance, Use of Reasonable Force addresses allegations in a use of force context. Use of Reasonable Force states that if a student complains about force used by a

member of staff, the burden of proof rests with the complainant to show that the staff member acted unreasonably.

- The guidance warns that schools should not automatically suspend teachers accused of using force. These principles reflect the government's drive to support teachers in enforcing discipline.

Allegations against staff

- The DfE behaviour guidance also prescribes elsewhere that behaviour policies should set out that disciplinary action will be taken against students who have made malicious allegations against staff.

Police involvement

- If school staff feel that an offence may have been committed they may seek assistance from the police. For example, under the Malicious Communications Act 1988, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

Bullying

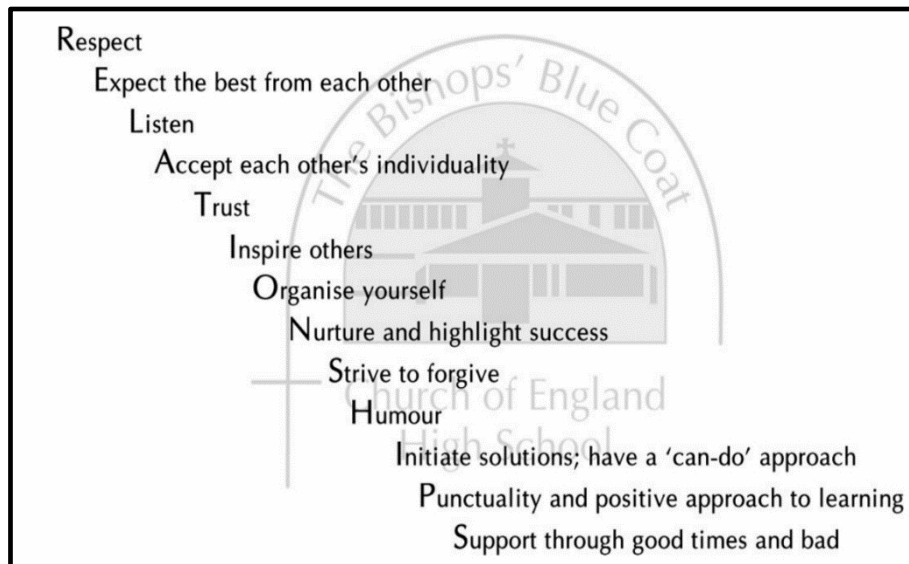
- The school has a statutory duty to implement disciplinary sanctions for bullying. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that students may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.

1.4 Our Policy and its Christian Context

The concept 'Behaviour for Learning' conceptualises the following three relationships experienced by a student:

- Their relationship with themselves, e.g. their self-confidence as a learner;
- Their relationship with others, e.g. how they socially interact;
- Their relationship with the curriculum, e.g. how best they learn.

In order to foster a positive learning environment in The Bishops' Blue Coat CE High School, these relationships must be developed and supported. This is guided and supported by our 'Relationships' practice which sets out these aims for all members of the school community:



Our school's Christian Values are integral to all aspects of life at The Bishops' Blue Coat CE High School. We aim to create unique spiritual experiences where staff and students can know and encounter God, have faith nurtured and be inspired to serve God and others. The Christian faith is at the centre of all we do. This is reflected in our curriculum principles, learning environment, leadership and worship of the school and the personal development of individual. At the heart of our whole school community lies the beliefs that every individual is unique and valuable, made in the image of God, and that the self-esteem and dignity of each member is of paramount importance. We base our Bishops' Expected Standards (BESt) on the second of Jesus' Great Commandments: 'Love your neighbour as you love yourself'. We encourage respect for all in our community, a sense of responsibility and wise action.



By encouraging all in our community to be the 'best version of ourselves' we acknowledge the role we all play in growing together personally, academically and spiritually. Rooted in John 10:10 we believe that 'life in all its fullness' reveals to us that life presents challenges, and sometimes we make mistakes, however through an ethos of forgiveness and reconciliation we can develop the relationship we have with ourselves, each other and God.

2. 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 our expectations, behave appropriately and fully understand the consequences and rewards resulting from the choices and actions they make. Bishops’ Expected Standard (BESt) reinforces the importance for students to embrace opportunities with an attitude of pride, making positive choices and respecting all in our community. We expect the BESt from our students and create an environment for them to fulfil their potential.

<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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In supporting the BESt from our students

Staff members will:	Parents will:
<ul style="list-style-type: none"> • Implement the school’s Behaviour for Learning Policy and relevant practice. • 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 guidance and consequences outlined in this policy and related practice clearly and consistently. • 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. 	<ul style="list-style-type: none"> • Ensure that their child attends school. • Abide by the Home-School Agreement, available for reference in the Student Planner. • Ensure the necessary equipment is brought to school by their child. • Encourage good behaviour, in line with the Behaviour for Learning Policy, by reinforcing school expectations. • 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 Form Tutor. • Support their child’s independent learning. • Support the school’s decisions in relation to behavioural issues, including the acceptable use of ICT and electronic devices. • 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.

<ul style="list-style-type: none"> • Raise any concerns regarding students' behaviour with their head of department in the first instance. Persistent issues may be escalated. • Make reasonable adjustments for students with SEND needs according to their educational passport. • Challenge poor behaviour around the school and support other members of staff with behavioural issues involving individual students or groups of students. • Organise detentions where appropriate. • Staff will report to a senior member of staff abuse or intimidation by students outside of school. 	<ul style="list-style-type: none"> • Check and sign the Home School Agreement electronically when completing New Starter information. • Support good progress through attending parents' meetings and celebrating positive behaviours.
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2.1 The Pastoral Team

The Pastoral Team are key in reinforcing the BEST from our students. Every student has a form tutor who accepts responsibility for the pastoral care and academic support of the group as the first point of contact for parents and staff. Tutor teams are supported by Year Leaders whose role is primarily concerned with raising achievement of students in their year group. This team is supported and guided by a Senior Year Leader. Pastoral Support Officers PSOs focus primarily on student welfare including bullying and behaviour issues outside of lessons e.g. at lunchtimes or breaks. Year Leaders focus primarily on behaviour that impacts on student learning i.e. behaviour in lessons. The SEND department also have a key role in supporting the pastoral team.

2.2 Promoting BEST – Rewards, Sanctions and Consequences

More detailed information pertaining to the procedures and practices referenced in this policy can be found in the Staff BEST Handbook.

Classroom Consequences

All behaviours will be recorded. Staff should use the language of actions bring consequences and emphasise personal choice and a positive attitude. Staff should enter BEST points to reward positive behaviours and record incidents using the relevant functions in IRIS. Staff are expected to follow up sanctions with communication with the student, parent, tutor, year leader to support positive choices.

Community Consequences

Outside of lessons can be monitored using the Community Consequence system. Staff can enter a Community Consequence when students are failing to meet BEST in corridors, recreational times and before and after school. Community Consequences can be entered for

- Uncooperative, not following repeated instructions
- Lack of consideration and respect

- Inappropriate language
- Incorrect uniform
- Littering
- Intimidating behaviour at breaktime and lunchtime

2.3 Rewards

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 the 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 life.

Students are rewarded in a variety of ways. Students receive rewards points for exceptional conduct and contributions in lessons, form time, punctuality, and attendance. Reward points can then be used for students to access rewards which will be available to them based on the number of rewards points they have collected.

Our students respond well to the system and value the rewards. Assemblies, Celebration Evening, Awards Breakfasts and Awards Evening are all seen as opportunities to celebrate the achievements of our students.

2.4 Consequences

Dealing with a problem directly can have long-term benefits for our relationship with the student. We are seen by the student to be in control of the situation and we have the opportunity, by dealing with the student ourselves, to make the sanction appropriate. The following points should be considered

- When a teacher judges that student behaviour prevents or interrupts teaching and learning, the teacher should try hard to de-escalate the problem, avoid humiliation, sarcasm, confrontation and public 'putting-down'.
- The teacher should always try to present choices (e.g., 'If you choose to stop ... then I won't have to take any further action; If you choose to continue then you will have to miss part of your break time...') Consequences and choices should always be explained by the teacher.
- Restorative Justice (RJ) can be an important element of re-establishing relationships which have been damaged. This may include student / student RJ and Staff / Student RJ.
- SEND and Social Inclusion matters should always be borne in mind when preparing lessons and in dealing with any classroom situation and strategies from students' educational passports implemented.
- In general, staff should try to avoid sending students out of the classroom to stand on the corridor. However, an opportunity to pause before talking to them quietly about their work and behaviour or to help them may be helpful.

- If staff need support in dealing with a problem of misbehaviour in class or failure to complete work, they should seek help from their Head of Department.

2.5 Detentions

All detentions are supported by staff and organised centrally.

Lunchtime detentions

Lunchtime detentions are organised for staff and held every day of the week. A 20 minute lunchtime detention will be issued if a student receives **one of the following** in a school day

- a) Community Consequence
- Or
- b) Classroom Consequence (Consequence in lesson indicating departmental detention)

Students will be informed of detentions. Students are expected to bring work to complete in detention. If staff want to speak to a student on detention they can do so by speaking to staff supporting the detention. If students bring work to the detention to complete independent study and their conduct and uniform is good, they may be allowed to leave earlier.

Afterschool Detentions (ASD)

Afterschool detentions are from will run from 3.20pm up to 4.20pm. An ASD will be issued if:

- a) a student is present in school and doesn't attend a lunchtime detention/fails to meet BESt in a lunchtime detention
- or
- b) a student is removed from a lesson
- or
- c) Year Leader, Senior Year Leader recommendation

Poor choices and un-cooperative behaviour in a detention will also be followed up with a consequence for their behaviours. The language of BESt will be used to prompt students in detentions. If students don't attend an ASD without good reason they will be escalated to a Senior Leadership (SLT) Detention. Failure to attend a SLT detention/ fails to meet BESt in SLT detention and a further consequence.

Senior Leadership Detention

An SLT detention will be staffed by a member of the Senior Leadership Team on a Friday afterschool.

2.6 On Call

An On Call system operates during every lesson. A student may be taken by the On Call staff to the Reflection Room for the remainder of the lesson. The class teacher applies a consequence. Wherever possible the teacher will communicate home to discuss poor choices made in the lesson.

2.7 Reflection Room

The Reflection Room is used by students who have demonstrated behaviours which require individual reflection and completion of work. On Call, SLT or a member of the pastoral team have the authority to place a student in the Reflection Room. Students cannot self-refer to the Reflection Room. If they need a 'time out' this should be considered by other means. Students will be supervised in their silent study in the Reflection Room for the remainder of the lesson. During this time they will be encouraged to reflect on behaviour that has led them to the removal.

Where a student has shown extreme defiance, is unable to return to lessons or is involved in an incident pending investigation, On Call or SLT will make alternative arrangements. Where a student is behaving in a way that endangers their own safety or that of others; for safeguarding reasons, a member of the Safeguarding Team or SLT will make arrangements for the parent/carer or police to collect the student to ensure the safety of the school community.

2.8 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.

2.9 Return to Learn (R2L)

The Return to Learn (R2L) space is used for students who require further support with their choices around behaviour

The use of the Return to Learn (R2L) environment:

- reduces the number of days the student may have ordinarily spent out of school;
- provides a consequence for misdemeanours whilst enabling students to continue their studies under supervision;

A member of the pastoral team will contact parents and appropriate work will be provided for the student. The success of R2L will be assessed by the positive response of the student.

A student maybe required to work in R2L if they have either:

- completed a period of Contract Monitoring where further sanction is necessary
- Or
- have behaved in a way that seriously falls short of BESt

Students can be referred to R2L by staff completing a Senior Year Leader Referral. 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.

2.10 Fixed Term Exclusions

Fixed term external exclusions can be issued by the Headteacher. A Fixed Term exclusion may be issued for

Repeated bullying. Damage. Deliberately bringing prohibited or illegal items including alcohol, stolen items, fireworks, pornographic images and tobacco on to school premises. Physical threat or assault on a pupil. Physical threat or assault on staff. Racist abuse. Sexual misconduct. Theft. Verbal abuse/threatening behaviour against a student or member of staff. Arson. Possession of an offensive weapon. Persistent or repeated defiance of BEST.

This list is not exhaustive. The school also reserves the right to involve the Police should evidence of a criminal act be discovered.

When a student receives a fixed term exclusion they are reintegrated.

A reintegration conversation reflects on behaviours that led to the exclusion but focuses on the future. Identifying what the student, parent/carer and school are going to do to try to improve the situation and prevent any future exclusions.

Where the incident involves a teacher, arrangements may be made for the student to apologise to the teacher – this will often be in writing as it will often not be practical for the teacher to attend the re-integration meeting. A reintegration document will be completed (see Appendix 3).

Where a student is at risk of being permanently excluded due consideration / discussion must be given to the possibility of a managed move.

Following a reintegration meeting a student can be re-excluded and not re-admitted – obviously, if this continued then meetings would have to be called to explain that continued refusal to make positive choices to accept support, would be likely to lead to a permanent exclusion.

2.11 Permanent Exclusion

Permanent exclusion is rare. The Headteacher's decision to permanently exclude a student is only used where this is lawful, reasonable and fair. When the Headteacher believes the civil standard of proof, "on the balance of probabilities" has been met

- In response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

When deciding to permanently exclude the Headteacher takes into account some or all of the following:

- age and health of students (including mental health)
- protected characteristics
- SEND needs
- Safeguarding considerations
- previous record
- the impact of not excluding the student on the school as a whole
- the views of the student, taking into account their age and understanding
- severity and frequency of behaviour
- the likelihood of recurrence
- extent of violation of the school's Behaviour Policy whether the offence occurred off school site (bringing the name of school into disrepute)
- whether the behaviour was committed alone or as part of a group
- whether the student is looked after

2.12 Uniform

Year 7 to 11 students wear uniform items conducive to a successful learning environment. It is important that our students feel a sense of belonging, pride and community through a smart and practical uniform. All staff ensure that uniform is correctly worn following the school's Uniform Policy. Uniform shortcomings should be recorded. Poor choices around school uniform will incur a Community Consequence lunchtime detention.

2.13 Electronic Devices

Electronic device is used to refer to any type of digital device including mobile phones, smartwatches, fitbits, iPads/tablets, and earphones/wireless earphones which use the same

technologies. Electronic devices which are brought into school must be switched off (NOT placed on silent) and stored out of sight in students bags during learning time. This means that electronic devices are only permitted during unstructured times. These are before school, break time, lunchtime and after school.

Electronic devices must also be off and away between lessons as this is also learning time. Such devices must not be kept in students' pockets. If devices are seen they may be requested and kept in a safe place until the end of the school day.

There are two exceptions to this:

A) *Permitted electronic devices*

Some students will need access to electronic devices during a learning activity as is specified in their educational passport. or for medical needs

B) *Sixth Form Social Area and Sixth Form lessons*

Sixth Form students may use their electronic devices in the classroom when express permission has been given by the teacher. The use of personal electronic devices in one lesson for a specific purpose does not mean 'blanket usage' is then acceptable. Electronic devices are also permitted in the Sixth Form Silent Study Room and the Sixth Form Social Area. Sixth Form students will need to ensure their phones are off and away when not in the Bistro, Sixth Form lessons, Silent Study Room and the Sixth Form Social Area. Failing to make positive choices to co-operate with this provision will lead to the same consequence of confiscation. Please see the electronic device policy for further information.

2.14 Behaviour off the School Premises

If a student misbehaves outside of school, the school may take appropriate action to ensure that a suitable sanction is given to the student if it is reasonable to regulate student's behaviour according to the particular circumstance. Misbehaviour at any time that could relate to the descriptors below will be dealt with in accordance to the school's Community Consequence system and appropriate sanctions will be put in place:

- taking part in any school-organised or school-related activity
- travelling to or from school
- being identifiable as a student at the school
- affecting the day-to-day running of the school
- posing a threat to another student or member of the public
- affecting the reputation of the school in any way
- bullying in all its forms
- any other behaviour that adversely affects the reputation of the school or could have repercussions for the orderly running of the school.

2.15 Behaviour and School Trips and Visits

A student's behaviour record will be taken into account when considering applications to attend a school trip/visit. If a student has already been registered to attend a school trip but conduct shows a potential risk to themselves or others were they to attend then further discussions will take place. The trip leader will examine the risk assessments for the visit and explain to the student and parent should a decision be taken that it is not safe for them to attend, monies will be returned. If a student is on a trip or visit and their behaviour is endangering their own health or safety or that of others the leader of the trip or visit will get advice from the senior leader linked to the trip or visit. Parents maybe asked to collect the student from the trip or visit.

2.16 Sixth Form

The Sixth Form Behaviour Policy is included as Appendix 2. Its contents and guidelines should be used in conjunction with the whole school policy. Depending on context, either this document or the Sixth Form Behaviour Policy can take priority when guiding decision-making, with the Headteacher and Head of Sixth Form making those decisions following a review of evidence.

2.17 Relevant Guidance

- Staff Behaviour for Learning Handbook
- Student Behaviour for Learning Handbook
- Parent Behaviour for Learning Handbook

2.18 Relevant Policies

- Drug Education and the Misuse of Drugs Policy
- Anti-bullying policy
- Electronic Device policy
- Equality and diversity policy
- SEND policy
- Attendance policy
- Uniform policy
- Sixth form behaviour policy
- Complaints policy
- Exclusions policy
- Security policy

Appendices

Appendix 1

DFE documents and links to promote good behaviour and discipline.

Further guidance and resources

- [Creating a culture: a review of behaviour management in schools](#) - Tom Bennett's independent review on behaviour in schools
- [Behaviour and discipline in schools](#) - statutory guidance for governing bodies
- [Respectful School Communities: Self Review and Signposting Tool](#)
- [Use of reasonable force in schools](#)
- [Improving school attendance: support for schools and local authorities](#)

Coronavirus (COVID-19)

- [Schools full opening guidance](#) which outlines the behaviour expectations for all pupils
- [Guidance for full opening: special schools and other specialist settings](#)

Mental health, wellbeing and bullying

- [Mental health and behaviour in schools](#)
- [Teaching about mental wellbeing](#)
- [Promoting children and young people's emotional health and wellbeing](#), published by Public Health England (PHE)
- [Preventing bullying](#)

Special education needs and disability (SEND)

- [SEND code of practice: 0 to 25 years](#)
- [Back to school advice \(England\)](#), published by Contact

Case studies

- [Whole school approach: managing poor behaviour](#)
- [Using rewards: encouraging good behaviour](#)
- [School behaviour management case studies report](#)

External research

- [Behaviour: Improving pupil engagement and minimising disruptive behaviour](#), published by the Education Endowment Foundation (EEF)
- [Low-level disruption in classrooms: below the radar](#), published by Ofsted

THE POWER TO DISCIPLINE, BEHAVIOUR OUTSIDE SCHOOL PREMISES, CONFISCATION, Extracts from DfE's "Behaviour and Discipline in Schools – advice for headteachers and school staff" January 2016

A. Extract regarding the power to discipline in law

Discipline in schools – teachers' powers

Key Points

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

Punishing poor behaviour

What the law allows:

13. Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.

14. To be lawful, the punishment (including detentions) must satisfy the following three conditions:

- 1) The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the headteacher;
- 2) The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and

3) It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances. 31

15. A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

16. The headteacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

17. Corporal punishment is illegal in all circumstances.

18. Schools 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 schools' 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

B. Extract regarding behaviour and sanctions

Behaviour and sanctions

19. A clear school behaviour policy, consistently and fairly applied, underpins effective education. School staff, pupils and parents should all be clear of the high standards of behaviour expected of all pupils at all times. The behaviour policy should be supported and backed-up by senior staff and the head teacher.

20. Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.

21. Schools should have in place a range of options and rewards to reinforce and praise good behaviour, and clear sanctions for those who do not comply with the school's behaviour policy. These will be proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil.

22. When poor behaviour is identified, sanctions should be implemented consistently and fairly in line with the behaviour policy. Good schools will have a range of disciplinary measures clearly communicated to school staff, pupils and parents. These can include:

- A verbal reprimand.
- Extra work or repeating unsatisfactory work until it meets the required standard.
- The setting of written tasks as punishments, such as writing lines or an essay.
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day (sometimes referred to as 'mufti' days).
- Missing break time.
- Detention including during lunch-time, after school and at weekends. 32

- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring.
- In more extreme cases schools may use temporary or permanent exclusion.

C. Extract regarding conduct outside school

Pupils’ conduct outside the school gates – teachers’ powers

What the law allows:

23. Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable”⁷ – see paragraph 21.

24. Maintained schools and Academies’ behaviour policies should set out what the school will do in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

25. Subject to the behaviour policy, teachers may discipline pupils for:

- misbehaviour when the pupil 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.

26. In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member. 33

DETENTION – THE LAW

Extracts from DfE’s “Behaviour and Discipline in Schools – advice for headteachers and school staff” January 2016

D. Extract regarding detention

Detention

What the law allows:

27. Teachers have a power to issue detention to pupils (aged under 18).

28. Schools must make clear to pupils and parents that they use detention (including detention outside of school hours) as a sanction.

29. The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- a) any school day where the pupil does not have permission to be absent;
- b) weekends - except the weekend preceding or following the half term break; and
- c) non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'.

30. The headteacher can decide which members of staff can put pupils in detention. For example, they can limit the power to heads of year or heads of department only or they can decide that all members of staff, including support staff, can impose detentions.

Matters schools should consider when imposing detentions

31. Parental consent is not required for detentions.

32. As with any disciplinary penalty a member of staff must act reasonably given all the circumstances, as described in paragraph 15 above, when imposing a detention.

33. With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

Detentions outside school hours

34. School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the pupil at risk.
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
- Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely; and
- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

E. Extract regarding confiscation

Confiscation of inappropriate items

What the law allows:

35. There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1) The **general power to discipline** (as described in the bullets under the heading “Discipline in Schools – Teachers’ Powers” on pages 3 and 4) enables a member of staff to confiscate, retain or dispose of a pupil’s property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully⁸. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and

2) **Power to search without consent** for “prohibited items”, including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- 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; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search.

36. Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

37. More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in ‘Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies’. See Associated Resources section below for a link to this document. 36

F. Extract regarding use of reasonable force

Power to use reasonable force

38. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

39. Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

40. Schools can also identify additional items in their school rules which may be searched for without consent. Force **cannot** be used to search for these items.

41. Separate advice is available in ‘Use of Reasonable Force – advice for school leaders, staff and governing bodies’. See Associated Resources section below for a link to this document.

G. Extract regarding seclusion/isolation rooms

Seclusion / isolation rooms

42. Schools can adopt a policy which allows disruptive pupils to be placed in an area away from other pupils for a limited period, in what are often referred to as seclusion or isolation rooms. If a school uses seclusion or isolation rooms as a disciplinary penalty this should be made clear in their behaviour policy. As with all other disciplinary penalties, schools must act reasonably in all the circumstances when using such rooms (see paragraphs 14 and 15). Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances. The school must also ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare.

43. It is for individual schools to decide how long a pupil should be kept in seclusion or isolation, and for the staff member in charge to determine what pupils may and may not do during the time they are there. Schools should ensure that pupils are kept in seclusion or isolation no longer than is necessary and that their time spent there is used as constructively as possible. Schools should also allow pupils time to eat or use the toilet. 37

H. Associated Resources

Behaviour and discipline in schools Advice for Headteachers and school staff January 2016
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

Use of reasonable force Advice for Headteachers, staff and governing bodies July 2013
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/355362/use_of_reasonable_force.pdf

Searching, screening and confiscation Advice for headteachers, school staff and governing bodies February 2014
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/279245/searching_screening_confiscation_advice_feb14.pdf

Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion (September 2017)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

Preventing and tackling bullying (July 2017)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

Church of England Vision for Education Deeply Christian, Serving the Common Good
(Autumn 2016)

<https://www.churchofengland.org/more/education-and-schools/vision-education>

Sixth Form Behaviour Policy



BEHAVIOUR POLICY

Date of Policy:	July 2019
Review Body:	Governor Pupils Committee
Person Responsible:	Stephen Moffatt/Helen Cairns

SIXTH FORM BEHAVIOUR POLICY

Sixth Form students are considered to be, and are treated as, young adults who set a model of good behaviour for students in other year groups. We want them to grow and develop so that they can take their place in society when they leave school. As such, they are considered to be able to exercise judgement and make informed choices about their conduct. We do, however, place certain expectations on them to ensure that this journey to adulthood is smooth and productive. SEND and Social Inclusion matters should always be borne in mind when preparing lessons and in dealing with any classroom situation and strategies from students educational passports implemented.

Sixth Form Expectations

- Full attendance at all lessons, unless absence is authorised.
- Full attendance at tutor time and all enrichment activities during Year 12.
- Full attendance at all enrichment activities and regular attendance (as directed) at briefing, assemblies and personal tutor meetings during Year 13.
- Punctuality to registration and lessons.
- Responsible behaviour in and around the school and respect for all.
- Adherence to the Sixth Form Agreement and wearing of lanyard.
- Active support of the behaviour code for younger students in and around the school.
- The completion of work on time.

Sixth Form Sanctions

Dealing with a problem directly can have long-term benefits for our relationship with the student. We are seen by the student to be in control of the situation and we have the opportunity, by dealing with the student ourselves, to make the sanction appropriate. SEND and Social Inclusion matters should always be borne in mind when preparing lessons and in dealing with any classroom situation and strategies from students educational passports implemented. If staff need support in dealing with a problem of misbehaviour in class or failure to complete work, they should seek help from their Head of Department.

Sixth Form Dress Code

Students must dress sensibly and in a way which is appropriate for the school community. Students must also wear a student lanyard and ID card.

As a Sixth Form, we have never needed a strict dress code. Students wear casual dress and there is a general sense of 'compliance' with what is appropriate. We ask students to be modest, avoid clothing that could cause offence and to dress in a way that is suitable for the various settings in which they may be working or meet people at school.

In rare circumstances, students may be asked by one of the Sixth Form team to amend their dress either that day or in future. In such circumstances, the judgment of The Head of Sixth Form or Headteacher is final.

Sixth Form Agreement

Sixth Form students have their own **agreement that is signed by all students on entry to Sixth Form.**

In the enrolment documents, students state , "I agree to...

- Attend all timetabled lessons, form time and enrichment activities and show full commitment to learning in Sixth Form.
- Undertake private study to support my learning beyond lessons.
- Complete all work set by an agreed date and ensure that any worked missed through absence is completed.
- Accept support should my commitment require intervention from tutors.

- Behave in a manner which shows consideration for others and act as a role model for younger students.
- Maintain disciplined and controlled behaviour in all areas of the school, in accordance with the behaviour policy for Sixth Form.
- Follow the dress code and accept the direction of the Head of Sixth Form.
- Adhere to advice and policies in the Sixth Form Handbook and also to advice given in briefing.
- Maintain an open and honest dialogue with my tutors and reflect on my progress when asked to do so.
- Represent the school in a positive manner on occasions when off-site.
- Inform the Sixth Form team of any significant factors that may affect my ability to follow any of the actions above.”

Sixth Form Electronic Devices

Sixth Form students may use their electronic devices in the classroom when express permission has been given by the teacher. The use of personal electronic devices in one lesson for a specific purpose does not mean ‘blanket usage’ is then acceptable. Electronic devices are also permitted in the Sixth Form Silent Study Room and the Sixth Form Social Area. Sixth Form students will need to ensure their phones are off and away when not in the Bistro, Sixth Form lessons, Silent Study Room and the Sixth Form Social Area. Failing to make positive choices to co-operate with this provision will lead to the same consequence of confiscation. Please see the electronic device policy for further information.

Sixth Form Contracts

Year 12 students may be placed on an additional contract according to one of the following reasons:

- Attendance in Year 11 where attendance is below 95%.
- Behaviour in Year 11 where a Year Leader identifies concerns in Spring of Year 11.
- Where an exception has been made to the admission requirements. This may be a student who is re-sitting English or Mathematics GCSE or one who has been admitted to a course or courses where they have not met minimum entry requirements of the Sixth Form or of a subject.

Students on a contract move to STAGE 2 of The Stage Progression of Concerns policy should *any* concerns be raised.

The Stage Progression of Concern (see Appendix)

Detentions are not used in the Sixth Form. Students who are identified as of concern will be placed on a ‘stage’, and monitored appropriately. This will hopefully lead to improvement and removal from a ‘stage’, or a student will be moved on to the next ‘stage’.

We expect our Sixth Form students to act as role models for the rest of the school, both in terms of conduct and academic achievement. The ‘stage’ approach helps to ensure that the minority of students who undermine these goals, either improve and change their behaviour patterns, or leave the school. Christian values underpin the ethos of the school, and students need to take responsibility for their behaviour and progress.

Fixed Term Exclusion

Behaviour that will lead to a fixed term exclusion in its own right will include:

- Escalation of the 'stage' model to an appropriate point.
- Truancy from lessons.
- Instigating or promoting any form of organised monetary transactions.
- Threatening behaviour.
- Rudeness to staff.
- Violence.
- Bullying (including homophobia, sexism and racism).
- Repeated disruption to the learning process.
- Behaviour deemed to undermine the good order of the school.
- Action that would compromise the safety and safeguarding of students in school.
- Deliberate disobedience.
- Vandalism.
- Using social media publicly to criticise or question the school or its policy or posts that are directed at any members of the school community.
- Behaviour on or off site that brings the school into disrepute.

There will be a formal reintegration meeting following the period of exclusion, and parents/carers would be expected to attend this.

Permanent Exclusion

The Headteacher may decide that permanent exclusion is necessary because:

- All other steps to encourage the student to adhere to the school rules have failed.
- Allowing the student to remain in school would be seriously detrimental to the education or welfare of others.
- The poor behaviour has been persistent and defiant.
- Serious actual or threatened violence has occurred against a student or member of staff.
- There has been behaviour which would damage the esteem of our Sixth Form in the eyes of students in the main school, or their parents.
- A Sixth Former is trading goods for cash in school.
- Sexual misconduct has occurred.
- Illegal drugs have been supplied, or a student is in possession of these.
- An offensive weapon has been brought into school.
- Behaviours listed above are deemed serious enough in isolation to require more than a fixed term exclusion.

When deciding to permanently exclude the Headteacher takes into account some or all of the following:

- age and health of students (including mental health)
- protected characteristics

- SEND needs
- Safeguarding considerations
- previous record
- the impact of not excluding the student on the school as a whole
- the views of the student, taking into account their age and understanding
- severity and frequency of behaviour
- the likelihood of recurrence
- extent of violation of the school's Behaviour Policy whether the offence occurred off school site (bringing the name of school into disrepute)
- whether the behaviour was committed alone or as part of a group
- whether the student is looked after

Following a Permanent Exclusion

The school has the following responsibilities following a permanent exclusion from Sixth Form:

- Students will be offered a careers interview following a permanent exclusion.
- The school will inform the local authority of its decision.
- A reference or agreement of public statement or reference will be discussed with the student and parents if required.
- Parents would have the right of appeal to the Governing Body.

Sixth Form Appendix

THE STAGE MODEL

STAGE 1

A student will be moved to STAGE 1 where some or more of the following are evident:

- A student has wilfully breached the Sixth Form Agreement
- IRIS records from courses show concern, specifically about 'controllable' issues such as conduct in lessons and completing work
- Attendance is below 95% and is causing concern
- Conduct around campus causes concern.

STAGE 1 MEETING

A meeting with the student and parents will discuss:

- A review of the evidence causing concern
- Any support that can be put in place
- An agreed point of reviewing progress
- A suggestion that other Post16 options are at least considered.

STAGE 2

Student may reach STAGE 2 either as a result of serious misconduct and/or fixed term exclusion or because changes have not been made following the meeting in Stage 1.

STAGE 2 MEETING or EMAIL NOTIFICATION

A meeting with the student and parents or an email or call home will discuss:

- An agreement of conditions to be met
- An agreement of support to be offered by school
- An agreed point of reviewing progress
- An acknowledgement that STAGE 3 will mean departure
- A statement of evidence from the process so far.

STAGE 3

Student may reach Stage 3 either as a result of serious misconduct and/or fixed term exclusion or because changes have not been made following the meeting in Stage 2.

STAGE 3 MEETING or EMAIL NOTIFICATION

A meeting with the student and parents or an email or call home will discuss:

- Evidence causing concern since the Stage 2 Meeting (not a full review)
- An agreement of criteria that will result in the student's departure at the next point of concern
- An agreement that there will be no further opportunities to improve after this stage. There must be no concerns from hereon.

STAGE 4

Students may reach STAGE 4 as a result of moving through previous stages or serious misconduct. The student is removed from roll and the Headteacher permanently excludes the student. Parents are informed by telephone and a student is asked not to return to site unless by agreement.

Where a student moves through the stages but has been shown to have made sustained improvements, it will be for the Head of Sixth Form to decide which stage a student returns to should concerns arise again. Typically, we would not expect any student to move through Stages 1 to 2 more than twice and a student on Stage 3 would be expected to stay at this level for the remainder of the year.

Appendix 3

Readmission meeting template

**THE BISHOPS' BLUE COAT HIGH SCHOOL
Reintegration MEETING**

Name: _____ T/Group: _____

Date of Exclusion/Internal isolation: _____ Number of Days: _____

Date of Readmission Meeting: _____

Reason for Exclusion/Internal Isolation: (See incident report forms etc. for detail)

People present at readmission interview:

Main Points of Discussion (use separate sheets if necessary)

Readmission agreement:

The student will:

The parents/carers will:

The school will:

Review date for targets to be reviewed

Support in place for student

Trauma Informed Support within School		Other Agencies	
TIR		CAMHS	
YLIR		Ed Psych	
Senior YL Contract		Social Services	
SEND support		Youth Services	
Counselling		Counselling	
Pastoral support		YOTs/Police	
Chaplaincy		School nurse	
Parenting course (Youth Connect 5)		Health	
Change of Form/Class/Set		Careers	
Modified/reduced Timetable		Virtual school	
Time Out		Children in Cheshire Care Support Team	
Collapsed detentions		Young carers	
Step Out		Catch-22	
Behaviour Pathway completed		Turning Point	
Reasonable adjustments R2L		Others – please specify	
Others – please specify			

Has a TAF been offered to this family? Please give details of TAF offer/provision.

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Has the following information been shared with parents at the meeting?

IRIS behaviour records (including BEST points) – check parent and student have IRIS log ins	Y/N
Attendance records from SIMS	Y/N
Student educational passport if relevant	Y/N
Last monitoring report	Y/N
Relevant emails/statements about specific incident	Y/N
TAF leaflet	Y/N

Signature (School)

Signature (Student)

Signature (Parent/Guardian)

(Sometimes signatures will not be included e.g. where the readmission meeting has been conducted by phone or where this form is written up after the meeting)