

BISHOP WORDSWORTH'S SCHOOL

BEHAVIOUR POLICY

A Statutory Policy

Aims

1. At Bishop Wordsworth's School we are committed to creating a safe and supportive environment in which all students can achieve academically and socially. We know that good behaviour and self-discipline are inextricably linked with good outcomes for students. The aims of this Policy are to ensure that:
 - All our students are safe and protected from harm;
 - All our students have the opportunity to learn to the best of their ability and experience respectful behaviour
 - Everyone in the school community understands the importance of their role in achieving high behavioural standards.

Legislation, statutory requirements and statutory guidance

2. This policy is based on legislation and advice from the Department for Education (DfE) on:
 - Behaviour in schools: advice for headteachers and school staff 2024
 - Searching, screening and confiscation: advice for schools 2022
 - The Equality Act 2010
 - Keeping Children Safe in Education 2024
 - Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
 - Use of reasonable force in schools 2013
 - Supporting pupils with medical conditions at school
 - Special Educational Needs and Disability (SEND) Code of Practice
3. This policy operates alongside:
 - Student Code of Conduct
 - Substance Use and Misuse Policy
 - Child Protection and Safeguarding Policy
 - Anti-Bullying Policy
 - SEND Policy
 - Health and Safety Policy
 - Staff Code of Conduct
 - Home-School liaison Policy

Roles and Responsibilities

4. All staff are responsible for:
 - Creating a calm and safe environment for students
 - Establishing and maintaining clear expectations of student behaviour;
 - Implementing the behaviour policy and practices consistently;

- Upholding the School's routines, values and expectations through all interactions with students;
 - Modelling expected behaviour and positive relationships;
 - Ensuring a student-centred approach to the specific behavioural needs of individual students;
 - Reporting and recording behavioural incidents promptly using the School protocols;
 - Challenging students who are not meeting expectations.
5. The Leadership Team is additionally responsible for:
- Supporting staff with the above responsibilities, including inducting new staff into the school's behavioural culture and practices;
 - Monitoring and reviewing practice and procedure.
6. The Deputy Head (Pastoral) is additionally responsible for:
- Reviewing this policy;
 - Monitoring the implementation of this policy;
 - Regularly reviewing data from behaviour logs, identifying trends in data and ensuring that no groups of students are disproportionately impacted by this policy.
7. The Head Master is additionally responsible for:
- Ensuring the school's vision and ethos support and encourage good behaviour;
 - Ensuring that data is effectively reviewed and reported on;
 - Providing governors with regular reports on behaviour management, in conjunction with the Deputy Head (Pastoral).
8. Governors are responsible for:
- Reviewing and approving this policy;
 - Monitoring the implementation of this policy;
 - Monitoring the effectiveness of this policy
9. All staff are familiar with this policy and have an opportunity to contribute to its review.

Expectations of students

10. Students are expected to abide by the School rules as set out in the Student Code of Conduct. A copy of this is made available to parents and students via the School website. Copies are also presented in classrooms around the School.
11. The Student Code of Conduct applies to all students when they are on School premises, or in the care of the School, wearing School uniform, or otherwise representing or associated with the School.
12. Students are expected to attend School regularly, and arrive for lessons and activities punctually, in an orderly fashion and with all the necessary equipment.

13. Students are expected to respect the physical environment of the School by leaving classrooms and communal areas tidy and by not damaging buildings and equipment.
14. Students are expected to treat all other members of the School Community (i.e. fellow pupils, academic staff, support staff and visitors) with respect.
15. Students are expected to wear their uniform smartly and correctly and without other items (e.g. non-uniform hoodies).
16. Students are expected to follow the rules set for the use of mobile phones and devices, as laid out in the Student Code of Conduct.
17. Students are expected to give due time and diligence to the completion of work in class and homework. Deadlines should be adhered to.
18. Students must abide in full by the rules for acceptable use of.

The Respect Strategy

19. Bishop Wordsworth's School promotes respectful behaviours in all aspects of school life through the implementation of our Respect Strategy. This includes respect for one another, respect for ourselves and respect towards the wider community. Students are taught how to recognise and implement respectful behaviours. Staff are expected to teach, demonstrate and uphold respectful behaviours.

Promoting good behaviour

20. Staff should:

- Be consistent in their approach to good behaviour, being mindful that some approaches may need to be adapted for individual needs;
- Teach students what good behaviour looks like, and highlight good behaviour so that others might learn from it;
- Maintain good routines which create an environment which supports good behaviour;
- Consistently model good behaviour and positive relationships;
- Praise good behaviour either verbally or in writing (through marking of work);
- Celebrate individual successes, both academic and non-academic;
- Communicate with parents when a student has done well;
- Display excellent work in classrooms;
- Award positive behaviour points in Bromcom.

21. **Rewards.** Rewards are given for good classwork, homework, behaviour, effort to improve, helpfulness, respect, kindness, or anything else that a member of staff thinks deserves to be rewarded. Rewards can be given for a one off event, or for a

sustained performance in any area. Each reward carries a number of positive behaviour points which are tallied up and result in awards at certain thresholds:

- 30 points = Bronze certificate presented by Tutor in form time, 1 edible treat can be collected from Deputy Head Pastoral
- 75 points - Silver certificate presented by Head of School in Section Assembly, 2 edible treats can be collected from Deputy Head Pastoral
- 120 points = Gold certificate and gold badge presented by Headmaster in Whole School Assembly, and name printed in the Prize Day brochure.

A number of prizes are awarded each year at Prize Day, which include academic prizes in each subject, prizes for achievement and commitment in co-curricular activities and prizes for endeavour.

A Silver Cross Award is made to students who have gone far above and beyond in their representation of the school in the wider community. These are rarely given and are a recognition of truly outstanding service to others.

Colours are awarded in Sport and Music for outstanding contributions to curricular and extra-curricular activities.

Responding to poor behaviour

22. Restorative approach. It is quite normal for students to make mistakes from time to time. At Bishop Wordsworth's School we are committed to showing students how to learn from their mistakes and move on from them as better individuals. No student should ever feel they have been defined by their mistake and they must always be given the opportunity to show that they can improve. Where students have made a small mistake for the first time, they should expect to be called for a conversation with a member of staff who will outline the mistake, remind them of the expected behaviours and record the incident. This may be accompanied by the application of negative behaviour points, depending on the type and severity of the incident. If repeated behaviours suggest that the student is not improving, consequences may be applied (see below) but a restorative and relational approach is maintained, including conversations with home.

23. Staff should usually:

- Respond to poor behaviour by speaking to a student, reminding them of expectations and giving a sanction as appropriate;
- Give a measured response to a student who has behaved poorly, without humiliation or intimidation;
- Ensure they have identified the correct student(s) and behaviours before responding with sanctions;
- Ensure the student understands how they have failed to meet expectation;
- Where appropriate (i.e. for smaller misdemeanours), give students a warning and a chance to improve before issuing a sanction;
- Allow the student an opportunity to respond;

- Be mindful that a student may need an adapted approach to behaviour management;
- Inform the student of the consequence of their behaviour, or indicate that another staff member will be invited to investigate further and/or decide on consequence;
- Apply sanctions consistently;
- Record the incident promptly using Bromcom.
- The above points will be appropriate to the vast majority of incidences that take place but staff are empowered to use discretion in the application as every incident is unique.

24. **Sanctions.** Staff have a range of sanctions which may be applied if a student does not respond positively to an early intervention. These are applied on an escalating scale and are dependent on the severity of the incident and/or the recurrent nature of the behaviour. Sanctions may include (in order of severity):

- Confiscation of an item;
- A requirement to catch up with work in your own time;
- A requirement to stay behind at the end of a lesson, or at break or lunchtime;
- Departmental detention;
- Community service;
- Withdrawal of privilege, such as representation of the School in extra-curricular events, or revocation of a student leadership position.
- Head of Year detention;
- Head of School detention;
- Deputy Head's detention (usually on a Friday evening)
- Headmaster's detention (usually on a Friday evening or Saturday morning)
- Internal exclusion
- Suspension
- Permanent Exclusion

Sanctions will only be given out on School premises or elsewhere when the student is under the lawful control of the staff member.

25. Suspension and Permanent Exclusion from school is a very serious sanction and is very rare. These sanctions will only be applied for the most serious breaches of school rules and/or repeated breaches of a less serious nature. Permanent exclusion is only applied as a last resort and in such cases we will work closely with parents and external agencies (e.g. Wiltshire Council, pupil support services, police, social care) to ensure the student is safe whilst excluded from school and that appropriate support is provided. The decision to permanently exclude for one very serious incident or for a series of incidents will be made on a case-by-case basis by the Head Master considering the student's age and stage of development. The Head Master will follow government guidance about suspension and permanent exclusion to ensure any decision to exclude is made rationally and is lawful, reasonable, fair and proportionate.

26. In the case of suspension or permanent exclusion an official letter is sent to parents (please see the School's Exclusion policy). A multi-agency assessment for pupils who display continuous disruptive behaviour will be considered as well as sanctions.

27. **Support.** Students who behave poorly usually need some support to help them get back on track. Students are not just naughty, there is an underlying reason for their behaviour and staff are aware of the need to help students understand what might be driving their behaviour and how to make improvements.

- **Pastoral conversations** may be held by tutors, Heads of Year, Heads of School and pastoral leaders.
- **Restorative sanctions** may be given to help students understand the impact of their behaviour on themselves and others.
- **Report Cards** may be issued to help a student stay on track with good behaviour and to highlight the areas where behaviour is successful and less successful.
- **Pastoral Support Plan** may be used when a student needs more guidance and support to behave well. This will usually involve setting some targets, identifying areas for support and attending regular meetings.
- **ELSA support** may be appropriate to help students talk about any matters that might be driving their behaviour.
- **External organisations** may be signposted for extra support outside school.

28. **Off-site misbehaviour.** The School can issue sanctions to students for misbehaviour off-site when the student is representing the School, for example when:

- Taking part in any school-organised or school-related activity;
- Travelling to or from School;
- Wearing School uniform;
- In any way identifiable as a member of the School.

Sanctions may also be applied, whether or not the above conditions apply if the misbehaviour:

- Could have repercussions for the orderly running of the School;
- Poses a threat to another student;
- Could adversely affect the reputation of the School.

29. **Online misbehaviour.** The School can issue sanctions to students for online misbehaviour when:

- It poses a threat or causes harm to another student;
- It could have repercussions for the orderly running of the School;
- It adversely affects the reputation of the School;
- The pupil is identifiable as a member of the School.

30. **Investigations.** In some cases it will be necessary for staff to conduct an investigation into an incident. This may include interviews with witnesses, CCTV footage and written statements. When making a decision on a sanction following an investigation, a member of staff will decide based upon the evidence gathered and on the balance of probability what they believe to be the true account of what happened .
31. **Escalation.** Failure to attend a sanction will normally result in a further opportunity to complete it. Failure to attend at the further opportunity will normally result in the sanction being increased. Failure to attend an after-school detention will result in a Deputy Head's or Headmaster's Detention. Failure to attend a Headmaster's Detention will normally result in an internal exclusion. Failure to attend an internal exclusion will normally result in a meeting with the Head Master, and a further sanction.
32. **Procedures.** Students have a right to expect fair and consistent procedures in response to poor behaviour. Staff are trained to follow consistent protocols as taking into account students who may require an adapted approach due to personal circumstances, age and stage of development and/or SEND needs.

Bullying and intolerance

33. Bullying and intolerance of any kind is not tolerated at Bishop Wordsworth's School and all reports of unkindness, whether physical, verbal or non-verbal are taken seriously and explored. All staff are aware that any kind of bullying or intolerance could meet the threshold for a safeguarding concern. All incidences of bullying or intolerance are recorded in CPOMS and reviewed regularly by the Designated Safeguarding Lead and pastoral staff. Trends in behaviour are highlighted with Governors in regular review meetings. More detail can be found in the Anti-Bullying Policy.
34. Where an incident of unkind or intolerant behaviour has been investigated but not found to constitute bullying, the behaviour is recorded as an incident in CPOMS and monitored closely for repeated or escalated behaviour. A consequence may also be applied for unsatisfactory behaviour.

Behaviour which constitutes a safeguarding concern

35. The vast majority of poor behaviour in school arises from misjudgement and error rather than malicious intent to harm. However, there may be occasions where poor behaviour does, or might constitute a safeguarding concern. In such cases, the behaviour will be recorded on the School's safeguarding system, CPOMS and discussed with the Deputy Head Pastoral. The safety and well-being of our students is paramount and will be prioritised over the need to sanction. Where appropriate, the Deputy Head Pastoral will conduct a risk assessment and may refer the case to

Children's Services. All such action will be recorded in CPOMS. Please refer to the Child Protection and Safeguarding Policy for further detail.

36. **Sexual harassment and sexual violence.** Sexual harassment and sexual violence is not tolerated at Bishop Wordsworth's School and all incidents will be investigated and responded to, and never ignored. The School's response will be proportionate, considered, supportive and decided on a case-by-case basis.
37. **Malicious allegations.** Any student making malicious accusations against staff will face tough sanctions that may include fixed or permanent exclusion. Staff accused of misconduct will be entitled to support please see Staff Disciplinary policy). Where a student has made an allegation against another student that is shown to be deliberately invented or malicious, the School will consider whether to discipline the student in accordance with this policy. The School will also be mindful of the need to support any student who has been falsely accused.
38. **Behaviour which may be illegal.** If there is suspicion that a student may have acted illegally or a crime has been committed against a student, the School will make an initial assessment of whether to report the incident to the Police. The School will not interfere with any Police action but may continue to investigate the incident and enforce sanctions as long as it does not conflict with Police action.
39. **Banned items.** To maintain good order and safety of our community, certain items are banned from the school. These include, but are not limited to:
- Weapons or any item designed to cause harm;
 - Illegal drugs;
 - Drug, smoking or vaping paraphernalia
 - Alcohol;
 - Vapes, Cigarettes and tobacco based products;
 - Pornographic materials, including digital formats;
 - Offensive materials, including digital formats;
 - Fireworks or flares
40. **Searches.** Staff can search a student for any banned item, or any item believed to be stolen if the student agrees, and this is normally undertaken by senior staff and by at least two staff members; at least one of the same gender as the student. However, the Head Master and staff authorised by them can search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a dangerous/ unlawful item on their person or in their belongings. The staff member must decide and record in each case what constitutes reasonable grounds for suspicion (e.g. they may have heard other students talking about the item, or they might notice a student behaving in a way that causes them to be suspicious.) The member of staff conducting the search will understand that students' expectation of privacy increases as they get older.

41. Physical intervention. Physical intervention is only to be used when all other options for de-escalating a conflict situation have failed. Staff try negotiation, diffusion and de-escalation strategies and containment in a safe area, without needing to hold, before intervention when possible. All physical intervention is to be carried out in such a way as to safeguard the student and staff's well-being and be used for the minimum amount of time possible in order to bring the situation under control.

The use of physical intervention in response to a foreseeable risk (e.g. physically dangerous behaviour previously exhibited by the student) will only be used as part of a support plan drawn up in conjunction with the parents and the student.

Students are given the opportunity to contribute to a written report compiled after any physical intervention. These reports are scrutinised by the nominated governor for behaviour and safeguarding. Parents are informed of any use of physical intervention by phone if possible, and in writing on the same day.

42. Home-School liaison. The School relies on the support of parents in ensuring the effectiveness of this behaviour policy. The communication and co-operation of parents and staff is vitally important in supporting and promoting good behaviour. Parents are informed of rewards and sanctions when they are issued to students using the MCAS app. Parents are usually informed by telephone or email when their child has been the subject of a behavioural investigation, and parents will be informed when a more serious sanction (e.g. Deputy Head's or Headmaster's Detention) is to be applied. Parents may also be invited into the School to discuss the most effective approach to their child's behaviour and whether the parents can play any role in supporting their child.

43. Changes in Legislation. If, during the currency of this Policy, any statute or statutory instrument is enacted that adds to, modifies or is in conflict with any provisions of the Policy, then the Policy will be deemed to include any such statutory provision to the extent necessary to make the Policy compliant with that provision.

MONITORING AND EVALUATION

44. The Deputy Head (Pastoral), in conjunction with the Heads of School will monitor the effectiveness of this Policy by regularly checking the recorded behaviour of students. The School Council and the Sixth Form Council will also be used to give feedback. The Leadership Team is to review the effectiveness of the Policy and associated codes of practice annually. Governors will review this Policy annually. It was first adopted on 28 February 1995. The most recent 3 years' review history is below:

2 nd April 2020	Appendices 3 & 4 of Annex B and new Annexes I to L added
23 rd August 2020	Revision of sanction structure in Annex B, that Annex changed to Annex H and other annexes promoted; investigation annexes removed to an enclosure
12 th November 2020	Editorial amendments
11 th November 2021	Editorial amendments
2 nd December 2021	Updates to Annex H to provide more detail on exclusions

1 st March 2022	Clarification of mobile device rules
8 th December 2023	Textual changes and removal of information appendices that duplicated information in statutory guidance
19 th February and 18 th March 2024	Additions to mobile phone appendix in light of DfE guidance
25 th February 2025	Substantial redrafting and removal of obsolete annexes