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Behaviour and Discipline Policy



**Bishop
Perowne**
Church of England College
Endeavour Forever

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Executive Committee/FGB	All Members		✓	
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C. Approval

This document is a controlled document authorized for release once all signatures have been obtained or has been approved for release at either a Full Governing Board meeting or relevant sub-committee meeting. Approval of this document constitutes approval of the content as described herein.

Name	Position	Date	Signature
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Mark Pollard	Headteacher	16 th July 2019	<i>M. A. Pollard</i>

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1 OVERVIEW

1.1 Purpose

Refer to Section 3 Policies and Procedures

1.2 Scope

Refer to Section 3 Policies and Procedures

1.3 Related documents

Refer to Section 3 Policies and Procedures

1.4 Reviews

This policy will be reviewed every two years or when the need arises.

Review frequency: Headteacher free to determine.

Approval: Headteacher.

1.5 Equality Impact Assessment

Under the Equality Act 2010 the School is obliged not to discriminate against people on the basis of age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and the Governing Board believes that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any student or any other connected party and it helps to promote equality at the School.

2 RESPONSIBILITY FOR THE POLICY AND PROCEDURE

2.1 Role of the Governing Board

The Governing Board has:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- nominated a link governor to visit the school regularly, to liaise with the Head teacher and the coordinator and to report back to the Governing Board;
- responsibility for the effective implementation, monitoring and evaluation of this policy

2.2 Role of the Headteacher

The Head teacher will:

- ensure all School personnel, students and parents are aware of this policy;
- work closely with the link governor and coordinator;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;

3 POLICY AND PROCEDURES

“This is what the Lord Almighty said: ‘Administer true justice; show mercy and compassion to one another. Do not oppress the widow or the fatherless, the foreigner or the poor. Do not plot evil against each other.’

— Zechariah 7:9-10

“But you, Lord, are a compassionate and gracious God, slow to anger, abounding in love and faithfulness”.

— Psalm 86:15

3.1 Behaviour for Learning – Rationale

At Bishop Perowne Church of England College we seek academic excellence for all of our students, within the context of a caring and mutually supportive partnership between school and community. We are a Church of England school and therefore our behaviour policy and values are inspired by and based around the Kingdom Values of Love, Compassion, Freedom and Justice. We believe that by nurturing a deeper appreciation of these values that students will go on to be caring, responsible and well-rounded adults who can make a positive impact in the world.

Our approach to behaviour management is based around unwavering consistency, attention to detail, boundaries and planned responses, underpinned by strong relationships with students and an ambitious curriculum which we believe will change lives for the better and enable students to be successful.

We have and promote our “Bishop’s 5” – 5 Golden Rules (**Appendix 1**) to enhance our learning environment and to ensure that poor behaviour does not interfere with learning.

3.2 Principles

At Bishop Perowne Church of England College we believe that, in order to support the schools mission to ‘change lives for the better’ and achieve excellence in teaching and learning, good behaviour in all aspects of school life is necessary. We therefore seek to create a safe, caring and respectful learning environment by:

- Creating strong systems and routines for every area of general behaviour management.
- Building strong and dynamic relationships with students and are considerate of students with additional needs.
- Publically conveying our principles to help students understand our shared values around behaviour management.
- Being ‘consistently consistent’ in everything we do.
- Promoting self-esteem, self-discipline, an expectation of co-operation between staff and students and positive relationships based on mutual respect.
- Ensuring fairness of treatment for all
- Encouraging consistency of response to both positive and negative behaviour
- Encouraging a positive relationship with parents and carers to develop a shared approach, involving them in the implementation of the school’s policy and associated procedures.
- Understanding that strong relationships and personalised approaches are crucial and taking individual needs into account is a crucial fact of our policy and associated procedures.

3.3 General Expectations

It is important to have high expectations for our students while recognising some children have specific needs. The following expectations cover all times of the school day and where children are representing the school out of hours or off site:

- Follow the “Bishop’s 5” – 5 Golden Rules (**Appendix 1**) to ensure that poor behaviour does not interfere with learning and ensure that
- Students should wear impeccable school uniform (see associated uniform and appearance policy for further details) and have all necessary equipment for the school day.
- Adhere to the Kingdom Values and show respect and consideration to each other regardless of difference.
- Be calm and orderly when moving around school around school - move around in a controlled manner, use appropriate language, tone and volume when speaking.
- Look after and respect your own and others property
- Only wear outdoor clothing outside school buildings.
- Only use mobile phones outside the school buildings at break and lunchtimes. No mobile phones can be used inside the school buildings at any time including before or after school (please refer to the Mobile Phone and Electronic Devices Policy for further details).
- Ensure that lessons start and end well by ensuring a silent start and end to lessons.

These expectations are reinforced through ‘rehearsal’ assemblies, tutor times and other informal interactions with students. It is everyone’s responsibility to challenge children where these expectations are not met but equally to comment positively when they are.

There are clear systems and routines that must be followed during the following times of the school day;

- Start and end of day
- Transition times between lessons – calm and orderly and punctual to lessons
- Moving to and from assemblies
- Starts and ends to lessons

3.4 Procedures

The procedures arising from this policy will be developed by the Deputy Headteacher (Pastoral) in consultation with staff and students. The procedures will make it clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, students and parents/carers. The procedures will be consistently and fairly applied and promote the responsibility of every member of the school to apply the procedures in a ‘consistently consistent’ fashion.

As part of a deep commitment to inclusion the college recognises that in a very small minority of cases reasonable adjustments to the policy might need to be considered for individual students due to significant SEND needs. If this is the case a bespoke Pastoral Support Plan will be collated following a consultation with parents and alternative arrangements may be made.

The Behaviour Procedures can be found in the Behaviour Procedures document which is an accompanying document to this policy.

3.5 Rewards

The recognition of individual achievement is an important part of our culture at Bishop Perowne Church of England College. We believe that the recognition of achievement, progress and attainment is key to the growth of individual students. Furthermore, we also recognise that students should be rewarded for their contributions to wider school life and our rewards policy is based around these beliefs with a clear focus on consistency, excellence and working hard.

The specific procedures relating to the school's management of rewards are detailed in our behaviour procedures document which is available on the school website or the school office.

3.6 Sanctions

Sanctions are needed to respond to inappropriate behaviour and at Bishop Perowne College we believe that we have the responsibility to teach our students core values and create polite and responsible members of society. The college prides itself on high expectations and attention to detail towards appearance, attendance, attitude to learning and conduct in all aspects of school life.

Our range of sanctions are clearly defined in Appendix 4 (Consequence System) and this system makes clear the distinction between sanctions applied for minor and major breaches of the behaviour policy.

Whilst sanctions are appropriate, all school staff are committed to offering appropriate support to students in an attempt to avoid sanctions. Following a C1 verbal warning all staff will attempt a scripted intervention which is a concept that ensures that all students are exposed to a calm and consistent experience of de-escalation and allows our staff to be positive when dealing with students who are exhibiting poor behaviour and not impulsive. The scripted intervention will be used by all staff except in the case of a student exhibiting a serious breach of the behaviour policy upon which it will be appropriate for a member of staff to call for a member of the senior leadership team.

The specific procedures relating to the school's management of sanctions are detailed in our behaviour procedures document which is available on the school website or the school office.

3.7 Interventions and Student Support Services

- The college will operate a tiered / zoned system of interventions and support strategies which are designed to support disaffected students or students at risk of exclusion in modifying their behaviour.
- If a student persistently breaches the college behaviour policy they will be placed on a Pastoral Support Plan and monitored by the Deputy Headteacher (Pastoral) or any other delegated member of the pastoral team.
- If it is clear that detentions are not serving as a deterrent to poor behaviour for a student then the college reserves the right to adapt the detention system for an individual student and bespoke a detention that is longer and may act as more of a deterrent for poor behaviour. If such an

arrangement is made it will be done in consultation with parents and the impact of the new detention will be monitored as part of the wider pastoral support plan.

- We recognise that young people often need support and guidance in order to make the right behaviour choices.
- We have a number of programmes on offer to support students with making the right choices.
- Our inclusion interventions are personalised to meet the needs of individual students. Some of our inclusion support programmes include:
 - 1:1 mentoring
 - Group mentoring
 - Support for specific needs, e.g. appropriate language and appropriate behaviour for learning, anger management work, social skills development work.
 - Nurture group support.
 - Anti-bullying workshops.
 - Motivational programmes to raise student's aspirations.
 - Programmes such as CHARM and CRUSH to support with risk taking and appropriate behaviour outside of college.
 - Time out programmes and time out sessions.
 - Referrals to other agencies such as but not limited to Family Front Door, School Nurse and SEND services.
- Staff, students or parents/carers may refer to WELL AWARE, the school's own in-house mental health service which supports students who are suffering from mental health related conditions. Referrals for Well Aware can be conducted in person at student services, by telephone or there is a link on the school website.
- We understand that whilst a student is on a support programme their behaviour might not be positive at all times. However we will continue to work with the student to address their individual needs.

3.8 Fixed Term Exclusion

- This sanction is used at the discretion of the Headteacher for serious incidents of poor behaviour. In the absence of the Headteacher, the Deputy Headteacher will make a decision on whether this sanction is used.
- The Headteacher will consider exclusion if a student:
 - has committed a serious disciplinary offence, or,
 - the student's presence in college would be detrimental to the welfare, safety or education of other students, the welfare or safety of staff, or,
 - by virtue of the student's behaviour out of college the head teacher feels there is a clear link between it and maintaining discipline in the college
- The number of days the student is excluded for is at the discretion of the Headteacher (or Deputy Headteacher if Headteacher is absent).
- Parents/carers will be notified of this sanction over the telephone or in person. Parents/carers will also receive notification of the exclusion via post.

- Depending on the nature of the incident the college may impose:
 - A fixed term exclusion for a specific number of days - under this option a student cannot be excluded for a period totalling more than forty five days in any academic year, or
 - A permanent exclusion which means that the student will not be allowed to return to college at any time and will be removed from the school roll following the due process set out by the secretary of state (DFE).
- In both kinds of exclusion parents/carers will have the right of appeal. The written notification of the exclusion contains information about the right of appeal.
- Parents/carers need to accompany their son/daughter to college on the morning of their re-admittance for a re-integration meeting with the relevant Year Leader or Senior Member of staff.
- Students will not be re-admitted to college unless the member of staff holding the re-integration meeting is certain that the behaviour will not be repeated. The student will be set targets to support with positive behaviour on their return to college.

3.9 Permanent Exclusion

- The College recognises that it must, by law, be able to demonstrate it has followed DfE guidance when excluding a student or show good reason why it has not done so.

Link to guidance

- Permanent exclusions can also be issued for carrying an illegal weapon or drugs on to college site, violence, abuse, persistent bullying or assault against another student or member of staff and persistent refusal to follow college rules.
- Although the college will do all it can to avoid permanently excluding a student the Headteacher may permanently exclude a student for:
 - persistent or serious non-compliance with the college's behaviour policy
 - where allowing the student to remain in college would seriously harm the education or welfare of the student or others in the college.
 - a serious first or 'one off' offence (see below)
- The Headteacher may consider it appropriate to exclude permanently for a first offence or 'one off' offence in the following instances:
 - serious actual or threatened violence against another student or member of staff
 - sexual abuse or assault
 - racial abuse or incitement
 - possession, consumption and supplying an illegal drug
 - carrying an offensive weapon
 - any other serious failure to comply with the college's behaviour policy or the law (in or out of college)
 - any behaviour in or out of college, in this country or abroad, that in the judgement of the head teacher, harms or damages or puts at risk or threatens to harm or damage or put at risk the wellbeing, welfare, security or safety of a student, member of staff or member of the public.

3.10 Discretion

No behaviour policy can cover all eventualities. The Head teacher reserves the right to use discretion to support Bishop Perowne Church of England students to make better choices and to learn in every way.

4 COLLEGE BEHAVIOURAL RESPONSES TO SPECIFIC ISSUES

4.1 Safeguarding Students from Extremism and Radicalisation

- Bishop Perowne Church of England College has responded to the guidance published by the DfE (Learning together to be Safe - June 2011) and the Home Office Prevent Strategy on ensuring that our children are kept safe from extremism and radicalisation.
- We have taken the following measures to ensure that our children are kept safe:
 - We teach a broad and balanced curriculum which promotes spiritual, moral, social and cultural development and prepares them for the opportunities, responsibilities and experiences of life.
 - We raise awareness by providing a PSHE curriculum including the delivery of e-safety and ‘preventing extremism and radicalisation’ theatre workshops that challenge the extremist narratives.
 - We implement effective anti-bullying policies.
 - Our SMSC programme and school ethos promotes the core values of democratic society, Kingdom Values, student voice and participation.
 - We draw upon the experiences and skills of West Mercia Police to raise staff awareness on key issues around extremism and radicalisation.
 - We monitor student relationships closely both in lessons and unstructured time and quickly intervene with students at risk of being isolated.
- The safeguarding sections of our school website provides information and guidance resources for parents.

4.2 Sexual Harassment and Sexual Violence

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable.

Bishop Perowne Church of England College are highly committed to preventing sexual harassment and if it does occur dealing with any incidents in a swift and timely fashion. To this end all staff are trained to be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”.
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

If a member of staff, parent or child reports that a sexual violence or sexual harassment incident has occurred then the college will follow its usual safeguarding referral process and speak with the designated safeguarding lead (or a deputy) and record the report on a child protection concern form. We will also deal and record the incident as a serious breach of our college behaviour policy and apply the normal due process in terms of an investigation.

4.3 Definitions of Sexual Violence and Sexual Harassment

Sexual Violence

Bishop Perowne college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003/19 as described below:

19 Legislation.

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media; and

- sexual exploitation; coercion and threats

4.4 Peer on Peer Abuse

At Bishop Perowne Church of England College we are committed to working with students to keep them safe and free from any episodes of peer on peer abuse. Peer on peer abuse can take many forms This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals. Our consequences ladder makes it very clear that these offences are serious breaches of the college behaviour policy and will result in significant consequences. In the case of any of these incidents occurring, we will work with victims, perpetrators and parents.

- Parentally condoned absence is evidenced
- Unauthorised leave of absence has been taken (unauthorised family holidays)
- Delayed return from leave of absence without prior school agreement
- Persistent late arrival at school (after the register has closed)

4.5 Poor Behaviour outside of school

Teachers have the power to discipline students for poor behaviour outside of the school premises “to such an extent is reasonable” (Education and Inspections Act 2006)

This may include by way of example:

- on the journey to and from the school;
- during any school related activity;
- when wearing school uniform;

or at any time whether the conditions above apply or not when there could be repercussions for the orderly running of the school and may be defined as behaviours which do not conform to the Behaviour Management Policy. Senior Leadership Team will determine the appropriate consequence using their agreed procedures as a guide.

4.6 Bullying

Students should learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti social behaviour and affects everyone; it is unacceptable and will not be tolerated. For details of how Bishop Perowne Church of England College manages bullying, please refer to the Anti-Bullying Policy, which can be found on the school website.

4.7 Physical Intervention and use of reasonable force

Our procedures on physical intervention/use of reasonable force comply with the non- statutory guidance set out in the DfE Use of reasonable force: Advice for Headteachers, staff and governing bodies July 2013 (updated 2015)

- Such events should be recorded and signed by a witness.

- Staff who are likely to need to use physical intervention should, where possible, be appropriately trained.
- We understand that physical intervention of a nature which causes injury or distress to a student may be considered under child protection or disciplinary procedures.

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them.

4.8 Restraint

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Section 550(A) of the Education Act 1996 – The Use of Force to Control or Restrain Pupils – allows teachers, and other persons who are authorised by the Headteacher to have control or charge of students, to use such force as is reasonable in all the circumstances to prevent a student from doing, or continuing to do, any of the following:

- committing a criminal offence (including behaving in a way that would be an offence if the student were not under the age of criminal responsibility);
- injuring themselves or others;
- causing damage to property (including the student's own property);
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its students, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

The provision applies when a teacher, or other authorised person, is on the school premises, and when he or she has lawful control or charge of the students concerned elsewhere e.g. on a field trip or other authorised out of school activity. Where physical intervention has been used as a method of restraint the incident should be reported to the designated safeguarding member of staff for the school, who will record the incident.

5 LINKS TO OTHER POLICIES AND ROLES AND RESPONSIBILITIES

5.1 Links to other policies

In order for the behaviour policy to be effective, a clear relationship with other school policies has been established. Specific procedures relating to the management of behaviour which run alongside this policy are available from the school website or the main school office in the Behaviour Procedures document. The other policies that have a clear interrelationship with this policy are;

- Safeguarding Policy
- SEND Policy
- Mobile Phone and Electronic Devices Policy
- Attendance Policy
- Anti Bullying Policy
- Uniform and Appearance Policy

5.2 Roles and Responsibilities

The Governors will ensure that:

The school complies with its duty to promote good behaviour.

The Headteacher will ensure that:

- The Behaviour and Reward Policy is readily available and actively promoted.
- All staff understand their responsibilities and receive appropriate support and training if necessary.
- The Policy and its procedures are followed.

Deputy Headteacher (Pastoral) will ensure that:

- Practice in school supports the vision and procedures outlined in this Policy.
- Appropriate training is undertaken in order to support staff in carrying out their responsibilities.
- Staff, governors, parents and students are kept up to date with relevant information.
- Monitoring and assessment of the impact of this policy takes place.

Parents will ensure that:

- They have read the policy and understand their responsibilities in relation to the behaviour and attendance of a student.
- They will support the school by attending all relevant meetings, parents evenings and interviews with relevant staff if requested.

All staff will ensure that:

They have read the Policy and understand their responsibilities. They promote the core values outlined by the Policy.

6. APPENDIX 1 – THE BISHOP’S 5 GOLDEN RULES



 **Bishop
Perowne**
Church of England College

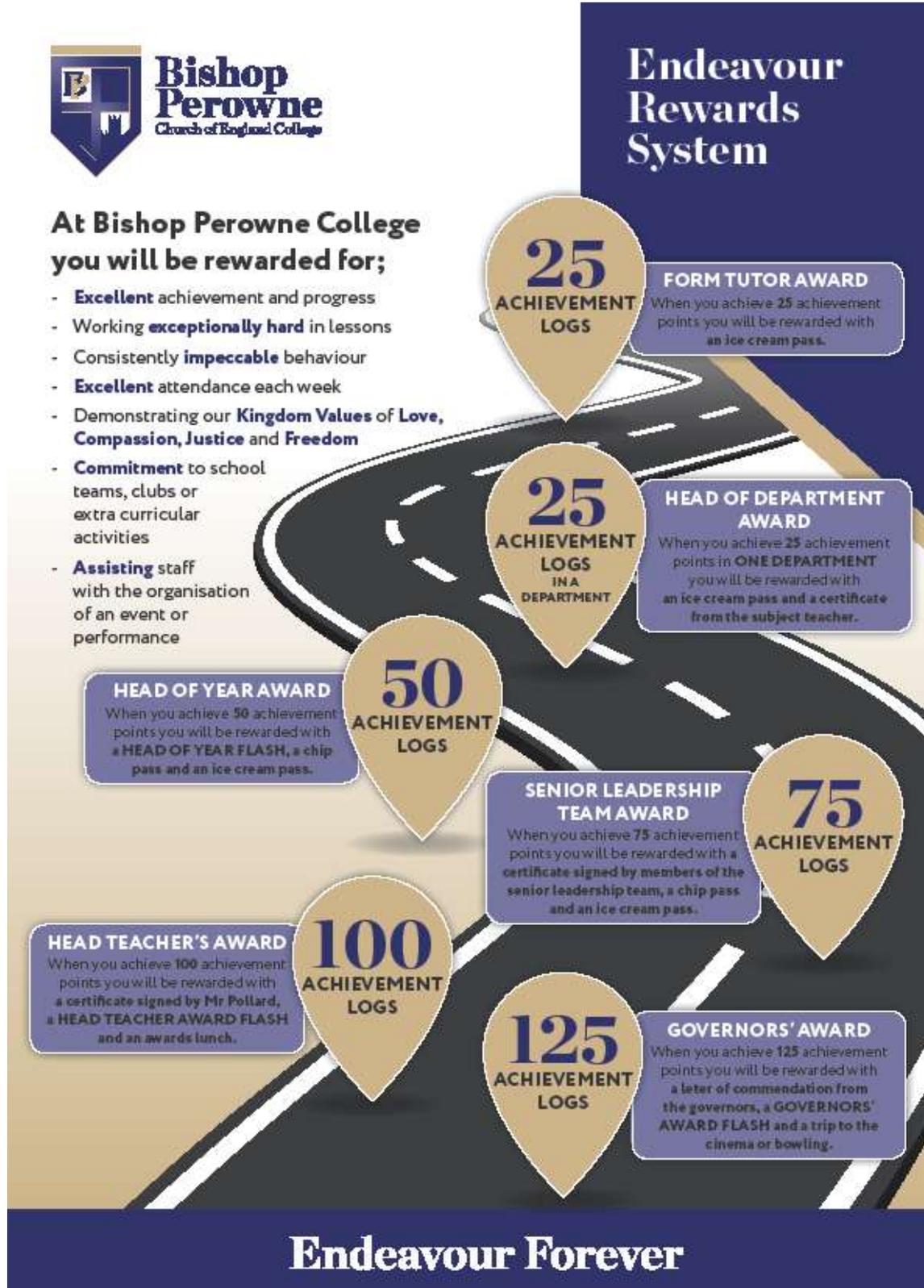
The Bishop's 5

The Bishop's 5 are our basic expectations and classroom rules that should be followed in every lesson.

- 1** Follow any instruction given by an adult without hesitation
- 2** Arrive at the lesson with the correct equipment
- 3** Respect each other - be kind, considerate, mature and thoughtful at all times
- 4** Remain silent at the beginning of the lesson AND when being dismissed
- 5** Ensure your behaviour allows effective learning for all

Endeavour Forever

6A. APPENDIX 2 – THE ENDEAVOUR REWARDS SYSTEM



6B. APPENDIX 3 - ENDEAVOUR REWARDS SYSTEM TARIFF AND GUIDELINES FOR STAFF

Reason for Reward	Student gain this reward for ...	Reward Tariff	Who should enter?	How often?
Excellent Achievement and /or Progress	Exceeding Target	5 Achievement Logs	Teaching Staff	Following key assessment
	Meeting Target	3 Achievement Logs	Teaching Staff	Following key assessment
Working exceptionally hard in lessons	Exceptional Presentation	2 Achievement Logs	All Staff	Staff discretion
	Leading Learning	1 Achievement Log	All Staff	Staff discretion
	Completing a challenging task	1 Achievement Log	All Staff	Staff discretion
	Exceptional Effort	1 Achievement Log	All Staff	Staff discretion
Consistently excellent behaviour	Excellent conduct over a period of time	5 Achievement Logs	Head of Year	Once a half term
Excellent Attendance	100% Attendance in a week	1 Achievement Log	Head of Year	Once a week
	>96% Attendance in a half term	5 Achievement Logs	Head of Year	Once a half term
Students who have demonstrated one of our Kingdom Values of Love, Compassion, Justice and Freedom	a member of staff evidencing that a student deserves this recognition.	2 Achievement Logs	All Staff	Staff discretion
Commitment to a school club, team or extracurricular activity.	a significant commitment to an extracurricular activity	3 Achievement Logs	All Staff	Staff discretion
Assisting staff with the organisation of an event or performance.	a member of staff evidencing that a student deserves this recognition.	3 Achievement Logs	All Staff	Staff discretion

6C. APPENDIX 4 – THE SCHOOL CONSEQUENCE SYSTEM



Consequence System

Consequence	Given for:
<p>C1 Warning</p>	<ul style="list-style-type: none"> - Uniform offence e.g. shirt un-tucked - Talking over a teacher - Actively disturbing others - Chewing - Talking during start/end of lesson - Failure to bring basic equipment - First homework offence
<p>C2 Low Level Disruption (20 minute detention)</p>	<ul style="list-style-type: none"> - Persistent uniform and equipment offences - Continued talking over a teacher - Continually actively disturbing others - Chewing after asked to remove - Late to lesson - Persistently disrupting the start/end of lesson - Negative bystander bullying behaviour - Persistent homework offences - Any other low level disruptive behaviour
<p>C2 Major Disruption (40 minute detention)</p>	<ul style="list-style-type: none"> - Persistently late to lesson - Swearing in school - Open defiance/refusal to follow a reasonable instruction - Bullying behaviour - Use of derogatory language - Use of a mobile phone in a lesson - Any other major disruptive behaviour
<p>Serious Breach of the Behaviour Policy (Isolation, Internal Exclusion, FTEEx, PEx)</p>	<ul style="list-style-type: none"> - Truancy - Missing a piece of uniform - Racist conduct - Sexual misconduct - Physical assault on a pupil - Persistent bullying - Threatening/abusive behaviour - Drug/alcohol related - Persistent C2 behaviours during the course of a lesson or day - Any other serious offence

C2 detentions will run EVERY evening. You will serve your detention on the SAME DAY.
Failure to attend the detention will result in INTERNAL EXCLUSION the next day.
You WILL NOT be allowed back in lessons until the detention is served.

Endeavour Forever

7. DISSEMINATION

7.1 Promoting Awareness

We will raise awareness of this policy via:

- The College website www.bishopperowne.co.uk
- Meetings with College personnel and volunteers
- Reports such as the annual report to parents and Head teacher reports to the Governing Board

7.2 Training

All school personnel:

- Receive training on induction which specifically covers:
 - All aspects of this policy
- Receive periodic training so that they are kept up to date with new information;
- Receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

7.3 Monitoring the Effectiveness of the Policy

- The Deputy Head teacher (Pastoral) will present a report to Governors every year outlining the action taken within the preceding year and evaluating the impact of that action.
- The Deputy Head teacher (Pastoral) will present an evaluation every term to the Leadership Team.

8. GLOSSARY

Glossary of terms used within this policy and procedure document. For the full Glossary of terms used at Bishop Perowne CE College, please refer to the document "REF-02 Glossary of Terms".

C

CHARM <http://acalltomenuk.org.uk/>

CRUSH <http://www.westmerciawomensaid.org/crush>

E

EIS Education Investigation Service

P

PSHE Personal, Social and Health Education

S

SEND Special Educational Needs and Disabilities

SLT Senior Leadership Team

SMSC Social Moral Spiritual and Cultural Education

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