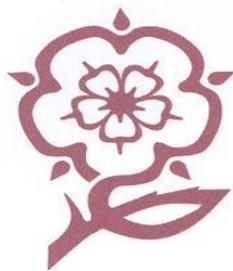


# Bullers Wood School

## Behaviour Policy



*Quod Potes Tenta*  
*Strive to your Utmost*

<b>Policy reviewed 2017 by:</b> Deputy Headteacher (Behaviour), Leadership, BfL group and HoY	<b>Date of Adoption:</b> July 2017	<b>To be reviewed :</b> July 2018
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## Contents

Item	Page
Introduction Student expectations and core behaviour values Parent/Carer expectations	3
Parent/Carer expectations Form tutors Form tutor expectations	4
Teacher expectations TLR holders and Leadership expectations	5
Dress Code and School Rules Recognition Sanctions	6
Detentions Recording student rewards and behaviour Behaviour around site	7
Referral System Exit rooms Duties, walkabout and on-call Student support and interventions	8
Inclusion Exclusion Restorative conversations School trips and behaviour	9
Behaviour and SEN/SEMH Student reports and Pastoral Support Plans Mobile devices	10
Searching students and confiscation of items Use of reasonable force and power to search	11
Appendix 1 – Home School Agreement	12
Appendix 2 – Dress Code and equipment for school	13
Appendix 3 – School Rules and items banned from school	15
Appendix 4 – Logging behaviour incidents on SIMS General guidance regarding behaviour points	16
Appendix 5 – Walkabout, On-call protocol Inglewood Walkabout	17
Appendix 6 – Student Account of event	19
Appendix 7 – Student report	20
Appendix 8 – Pastoral Report Plan	21
Appendix 9 – ‘Off and away’ poster	23
Appendix 10 – Mobile devices and contacting home during the school day	24
Appendix 11 – Reasonable Force	25
Appendix 12 – Additional guidance regarding behaviour consequences	26

## Introduction

"Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between students, and between staff and students. Good behaviour is a necessary condition for effective teaching to take place." (DfE 2014)

It is the expectation of every member of staff that the behaviour of students within our community at Bullers Wood School will be of a very high standard at all times. Behaviour management is a collective responsibility; all staff contribute to maintaining a positive atmosphere (in lessons and around site) based on the shared core values of *mutual respect* and *ready to learn*. We aim to build positive relationships, which establish an ethos of Behaviour for Learning (BfL) where learning is sacrosanct, with consequences for any behaviour that disrupts this process.

School holds an important position in the broader community, educating the young people of tomorrow in a way that will ensure that they take a positive and proactive role within society.

This behaviour policy **must** be applied **consistently** to all students on and beyond school site, where our students are ambassadors for school.

Our aim is to develop each student's sense of self-worth, his or her respect for self and others and to make it evident that **bullying of any kind is unacceptable** (*Anti-Bullying Policy 2017*).

## Student expectations and core behaviour values

Our expectations of students' behaviour are as follows:

### Mutual Respect

- Show respect for myself, for other students, adults, school rules and the environment.
- Follow the dress code.
- Be a good role model in the community.

### Ready to Learn

- Arrive at school and lessons on time.
- Bring the correct equipment, books and homework to support my learning.
- Make sure that my mobile device is off and away in school.

The student expectations are summarised in the school behaviour values of *mutual respect* and *ready to learn*. They are also be reinforced regularly in lessons and through assemblies. All discussions with students regarding unacceptable behaviour should reference and reaffirm these values.

## Parents/Carers

The most effective schools have the best relationships with parents and we endeavour to keep parents well informed, not just when behavioural issues arise but also to celebrate successes. The School aims to work in partnership with parents and other support services to maintain high standards of student behaviour. The Contact Book, issued to all students at the start of each year, is used for day-to-day communication between school and home. It also contains the Home School Agreement, which is signed by all parents and students at the start of each school year (Appendix 1). We encourage parents to support good behaviour through the Home School Agreement, the Contact Book, Parents' Evenings and contact with school.

## Parent/carer expectations

We expect our parents to:

- Respect our values whenever on the School site or when communicating by telephone or email.
- Understand that both teachers and parents need to work together for the benefit of our students.
- Book appointments with school when they wish to discuss an incident.
- Treat all members of the school community with tolerance.
- Set a good example in terms of speech, conduct and behaviour.
- Seek to clarify a student's version of events with the school's view in order to bring about a peaceful resolution to an issue.
- Correct their own child's behaviour, especially when it could lead to conflict or unsafe behaviour.
- Approach us proactively to help resolve any concerns.
- Support our School behaviour policy.

## Form tutors

Form tutors are responsible for providing pastoral care and are the first and most important contact at Bullers Wood School. They take an active role in student welfare by supporting and motivating students to strive to their utmost by being there to recognise achievements, challenge and sanction unacceptable behaviour and to encourage students to take the fullest part in the school community.

## Form Tutor expectations

- 1) **Meet and greet.** Welcome students at the start of the school day. Students should leave registration 'ready to learn'. Any make up, nail polish, etc should be removed and uniform issues resolved during registration.
- 2) **Attendance.** Enter the form room before 8:30am. Students should sit in silence on chairs (not desks) whilst the register is taken promptly at 8:30am. Monitor attendance patterns and if attendance falls below the school target make the initial phone call home. Students should be awarded (by their form tutor) two house points per month for 100% attendance and one house point if they improve their attendance compared with the previous month.
- 3) **Safeguarding.** Recognise potential issues and report to HoY or DSL as appropriate.
- 4) **Monitor punctuality.** Inform and remind students of late detentions. Deal with non-attendance and follow up. Identify any patterns.
- 5) **Assembly.** Lead their form to year and whole school assembly. Ensure students enter in silence and sit with their form. Sanction any behaviour that does not meet our expectations.
- 6) **Behaviour.** Regularly promote the school values and behaviour expectations, follow up on incidents promptly. Discuss rewards and celebrate individual, form and house successes. Monitor behaviour and house points using SIMS. Make the initial contact with home after first five behaviour points.
- 7) **Academic.** Monitor and encourage academic achievement. Review progress with students after data collections and reports.
- 8) **Communication.** Be the first point of contact for tutees' and parent concerns. Sign contact books weekly and respond to parent enquiries by email or telephone parents as required (within two working days). Pass on messages from parents to HoY, office, teaching staff as necessary.
- 9) **PD.** Contribute to and deliver the PD programme as instructed by HoY. Promote development of skills (eg. Organisation, independent learning, resilience, leadership, etc.) Plan assemblies and charity events with your form.
- 10) **Extra-curricular.** Encourage participation in extra-curricular clubs and sports. Encourage and make use of student leadership.

## Staff expectations

All staff have a vital role to play in establishing the shared values and building the positive relationships with students that define Bullers Wood. Where there is inconsistency in the application of our student expectations, there will be inconsistency in student behaviour.

Staff are expected to model the behaviour and manners they expect of students and demonstrate the following principles of good practice:

- Be consistent, persistent and insistent with regard to the behaviour expectations in lessons and around the site.
- Remain calm.
- Build positive relationships with students.
- Reference the shared behaviour values and school expectations.
- Meet and greet all students at the classroom door.
- Complete accurate registers at the start of every lesson using SIMS.
- Use seating plans and differentiate delivery.
- Ensure that all students receive rewards (every time they have earned them).
- Ensure that all student receive a proportionate sanction every time their behaviour does not meet our expectations.
- Use early intervention and contact home where there is unacceptable behaviour.
- Remove students from lessons if they disrupt learning (exit room).
- Conduct restorative conversations outside of lesson time.
- Deal with the unacceptable behaviour of individuals, rather than use group sanctions.
- Challenge promptly any behaviour observed whilst on duty, around site or outside of the school day that causes concern.
- Update staff as appropriate of serious or persistent behaviour incidents (always informing the form tutor)

#### **TLR holders and Leadership expectations**

All TLR holders (HoY, HoD and co-ordinators) supported by the Leadership group play a vital role in maintaining the positive ethos and values of school by maintaining a high profile around school on a daily basis. In addition to the list above TLR holders and leadership will:

- Provide guidance, support and CPD on behaviour management.
- Make sure form tutors are informed about any behaviour issues, time in inclusion, etc.
- Maintain teacher support mechanisms such as walkabout, on call, duty DHT/HT, inclusion, separation, etc.
- Follow up promptly on any serious behaviour referrals and investigate incidents.
- Monitor behaviour around school (including between lessons) and outside of school and act on any concerns.
- Monitor that the buildings and site are clean and well maintained.
- Ensure sufficient staff are on duty.
- Note the positive contribution of staff and challenge staff who fail to implement the behaviour policy.

## **Dress Code and School Rules**

The up-to-date Dress Code regarding acceptable student appearance and equipment for learning (Appendix 2) and the School Rules (Appendix 3) are published on the school website and detailed in the Contact Book. Students who fail to comply with the Dress Code will spend time in Inclusion until they are appropriately dressed and can return to lessons.

## **Recognition**

We want to recognise students who go above and beyond and aim to celebrate success five times more than we challenge. Praising students for effort and approach is particularly powerful in helping students to learn from their mistakes, re-think their behaviour, develop how they learn, adapt and improve. We aim to build positive relationships and encourage all teachers to make one phone call home per week, send two post cards home and issue three house points every week. SIMS is used to record all student rewards, students who reach various milestones are allocated rewards and certificates in assemblies. Some examples of the types of rewards used at school are:

- Praise
- Stamp/sticker
- House Points (25 Bronze, 50 Chrome, 75 Silver, 100 Gold and 150 Platinum)
- Note in Contact Book
- Certificates
- Phone call, letter or post card home
- Work displayed
- Wrist bands
- Privileges
- Prizes e.g. pens, pencils, mugs, etc.
- Competitions
- Outings
- Student leaders
- Student of the week, month, term, subject.
- Awards Events
- Meeting with the DHT/HT

## **Sanctions**

When efficiently implemented and managed sanctions should promote an understanding of expected behaviour and connect the student with the original incident. Sanctions should focus on the unacceptable behaviour and not the individual.

The primary member of staff directly involved in the incident should promptly issue a sanction. The consequence must be proportionate to the misbehaviour and should take account of any relevant context, but the unacceptable behaviour must be challenged nevertheless. The list below is for guidance and not a rigid list that has to be followed through in strict order. It would be usual to warn a student before exiting them from the lesson but this may not always be the most appropriate course of action.

- Look, verbal reprimand, use of student name
- Standing/sitting near the student
- Warning (one not three! – as discreetly as possible)
- Moving the student to another part of the classroom
- Restorative discussion in student's own time (discreetly)
- Detention (to be noted in Contact Book or phone call home)
- Phone call/contact home
- Loss of end of term privileges (events, own clothes day, early dismissal, etc)
- Temporary/permanent removal from lesson or isolation
- Inclusion/exclusion

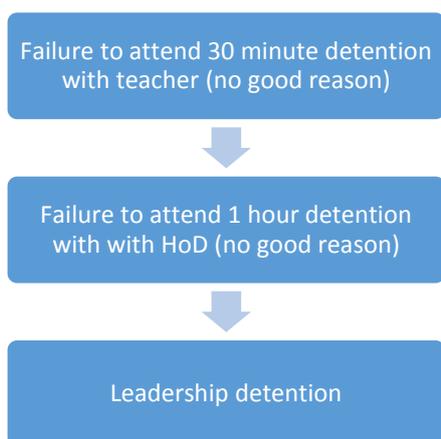
## Detentions

Detentions can be before school, during the school day or at the end of the school day. Students can be kept in school for up to one hour at the end of the school day without prior agreement of parents, although where possible parents are contacted in advance especially for younger students. Parents must be informed of detentions via the Contact Book or a phone call/email home. Staff issuing the detention should consider the student's personal circumstances (young carer, etc) or if the student is at risk by attending the detention and contact the form tutor or HoY if unsure. We don't negotiate detentions on specific days based on student or parental requests but do show flexibility if there is a valid reason e.g. a pre-booked medical appointment.

If a detention is to be effective, the aim must be to improve behaviour. Effective detentions are:

- Executed as soon as possible (immediately after the lesson, event or that day)
- Proportionate (to the misbehaviour)
- Held by the primary member of staff and not referred to another teacher to impose
- Used as a framework for discussion with the student regarding school expectations, and should reference and reaffirm the core school behaviour values.

If a student misses a thirty-minute detention then a one hour detention should be issued. Failure to attend a one hour detention will result in a Leadership Detention (usually until 5pm on Friday). Only the Leadership Group can place students in a Leadership Detention after a referral from a TLR holder outlining other sanctions which have been unsuccessful and contact with home. Failure to attend a Leadership Detention will result in time in inclusion until the Leadership Detention has been completed (until 5pm).



## Recording student rewards and behaviour

Students use their Contact Books to record rewards, attendance, general notes, reminders and any detentions. Staff use SIMS to record all rewards and incidents of unacceptable behaviour (Appendix 4).

## Behaviour around site

Our site is unique and students often walk a great distance around site each day. Any form of behaviour that disrupts learning or intimidates other students is unacceptable. Shouting, screaming and unacceptable language (prejudiced, swearing, slang, etc) are not allowed on school site.

## Referral System

All behaviour issues must be resolved through a restorative discussion with the primary member of staff. Formal referral for support with a restorative discussion or the completing of a sanction should only be used for serious or persistent incidents of unacceptable behaviour. Any incident which is a breach of the law is automatically considered as serious.

INSIDE THE CLASSROOM	OUTSIDE THE CLASSROOM
<p style="text-align: center;">Teacher ↓ Head of Department / TLR Holder ↓ AHT subject – Leadership Detention ↓ <i>Form Tutor and Head of Year informed and/or consulted as appropriate</i></p>	<p style="text-align: center;">Member of staff/teacher ↓ Form Tutor ↓ HoY (depending on behaviour) ↓ AHT year group – Leadership Detention</p>

## Exit rooms

A centrally held rota of exit rooms is available through the school VLE for all teaching and cover staff. Students can be asked to leave the classroom with a member of support staff for a couple of minutes to calm down. If a student needs to be removed to the departmental exit room for the lesson, a responsible student should be sent with a message to call for a colleague in the department or if this is not possible Walkabout can be alerted through SIMS.

Any student who is removed from a lesson for unacceptable behaviour or truants a lesson must make up the full amount of time after school that day with the member of staff who taught the lesson and/or the relevant HoD.

## Duties, Walkabout and On-Call

Staff duties aim to avoid incidents of poor behaviour by having proactive staff out and about on our unique site. Staff on duty should arrive promptly, engage with students (to build positive relationships) and actively challenge any behaviour that does not meet our expectations. Staff in large duty areas should walk around and not remain in one location. The leadership group undertake duties in the local community on a regular basis and in response to specific incidents that may occur. Walkabout and on-call ensure that behaviour incidents are dealt with promptly and that all staff feel supported and students can learn without disruption. Any member of staff can request that a lesson is placed on the Walkabout timetable (Appendix 5).

## Student support and interventions

Various interventions and support are in place for behavioural issues:

- Form tutor/student behaviour mentoring
- Report system (see Appendix 7)
- Parent meeting
- Pastoral support plan
- Student contracts
- Walkabout / On Call
- Referral to HoD (lessons) form tutor / HoY (outside lessons)
- 1:1 student mentoring in-house or 1:1 teacher support
- In-house interventions e.g. Draw and Talk
- Support with re-integration to lessons
- Referral to school SENCO
- Referral to school counsellor
- Referral to external agencies for assessment, advice or support

## **Inclusion**

Persistent and/or serious unacceptable behaviour may result in a fixed period in Inclusion. When students are placed in Inclusion, parents are informed by HoY/AHT. Students work in isolation and stay until 4pm. Students are referred to Inclusion by a Deputy Head Teacher or the Headteacher. The length of the Inclusion referral is dependent on the nature of the incident (Appendix 8) and the context for that individual student. Whilst in Inclusion, students have an opportunity to reflect, re-think and discuss their behaviour as well as continuing with their studies. The Inclusion Manager will go through any concerns and comment on progress with the student at the end of each day. Upon exit from Inclusion, students are placed on a re-integration report to the Inclusion Manager in order to support and monitor the student's return to lessons.

When investigating serious incidents, parents should be informed promptly (by on-call, HoY, AHT), even if this is just to let parents know that an issue is being investigated. When investigating an incident, a student may need to be isolated so that s/he can reflect on the incident and provide an independent written account about what has happened. This sometimes means that a student may be required to sit in the Inclusion whilst the member of staff investigating, collates the information required in order to make a judgement about the incident and the appropriate consequence. This **is not a punishment**, but a safe, quiet space where the student can be supervised whilst an investigation is taking place.

## **Exclusion**

Students are at risk of a fixed term exclusion for serious breaches of the school behaviour policy or for persistent poor behaviour. Exclusion is usually used where alternative sanctions including Inclusion, have not been effective or for the most serious of incidents. On return from exclusion there is a reintegration meeting with parents/carers and HoY or member of the Leadership Group prior to return to lessons. The purpose of the reintegration meeting is to determine whether or not it is appropriate to readmit the student into school circulation. Students returning from a FTE are also placed on report to an appropriate member of staff which may be the AHT or the Inclusion Manager.

## **Restorative conversations**

Following incidents where there has been a serious or persistent issue of poor behaviour, a restorative conversation meeting will take place before the student returns to that lesson or leaves Inclusion. Restorative conversations are mediated by an impartial member of staff (usually a TLR holder or the Inclusion Manager) to facilitate a discussion about the incident and to discuss a way forward to ensure that when students return to lessons they are ready to meet our behaviour expectations.

Suggested script for restorative discussion:

- What happened?
- Who has been affected?
- How have they been affected?
- What needs to be done to make things right?
- How can we do things differently in the future?

## **School trips and behaviour**

We need to be confident that students that participate in trips or visits do not pose a risk to the safety of themselves, other students and staff by failing to follow instructions or behaving in an inappropriate manner when off site.

Students who have failed to meet the school behaviour expectations will have their participation in school trips reviewed and may be banned or withdrawn from school trips. Students with 10+ behaviour points and/or those students who have spent time in inclusion or been excluded will have their participation reviewed by the HoY and member of staff leading the trip or visit. A list of students who are not to participate in school trips or visits is maintained by the HoY and trips and visits co-ordinator.

## **Behaviour and SEND/SEMH**

Students need to feel valued, confident and secure to make maximum progress in their learning. Bullers Wood School is committed to promoting the social, emotional and mental well-being of our students. Persistent disruptive or withdrawn behaviours do not necessarily mean that a student has SEND/SEMH. However where there are ongoing behaviour concerns that may reflect underlying mental health difficulties there should be an appropriate assessment arranged by the HoY and SENCO to identify the student's underlying needs. This assessment should be evidenced and recorded, and if necessary, a referral should be completed.

## **Student reports and Pastoral Support Plans**

Student reports are part of the Pastoral Support Plan system and are used to encourage positive behaviour for learning and to monitor progress.

There are five stages of report, which follow a hierarchical structure (Appendix 8):

- Form tutor (general concern) / HoD (single subject concern)
- HoY
- AHT
- Deputy Headteacher
- Pastoral Support Plan

A PSP is put in place by the HoY and agreed with parents at the reintegration meeting after the first fixed term exclusion (appendix 8). The purpose of a formal PSP is to monitor behaviour and put in place the required support when there are concerns, it sets targets and has a defined follow up period.

We also use reports on:

- Return from Inclusion (minimum 5 days)
- Reintegration from exclusion (minimum 5 days)

## **Mobile devices**

We do not allow students to use mobile devices on site unless instructed to do so by a member of staff as part of learning. This policy is in place to:

- minimise classroom disruption,
- prevent bullying, and
- restrict student use of inappropriate websites during the school day.

If students choose to bring mobile devices and headphones into school, they must remain switched 'off and away' whilst on site and be stored out of sight in students' bags (appendix 9).

Sixth Form students are allowed to use mobile devices in the immediate vicinity of Inglewood (this does not include the Sports Hall) but not in their lessons. In Sixth Form lessons, mobile devices should not be visible or heard. Mobile devices must be off and away when students exit Inglewood car park as they walk towards the main school. Should a student be observed, heard or be suspected of using a mobile device on the premises, it will be confiscated and placed in the school office (Appendix 10).

On occasions, Kindles and other E-Readers may be used in lessons (or the Library) for closely supervised student reading. Please note that we cannot accept responsibility for valuable items that are lost or stolen. Kindles and other E-Readers may not be used around site at break or lunch unless in the Library.

### **Searching students and confiscation of items**

We do not randomly search students, but students occasionally are searched for substances not allowed in school, which we have cause to believe they may have in their possession. Examples of the substances that we may search students for include stolen property, dangerous, illegal or banned items or items harmful to others (in particular weapons or drugs).

Staff should ask for permission from the student before searching, and two members of staff must be present when searching a student (one member of staff should ideally be a member of the Leadership group or a HoY). School staff can seize any prohibited item found during a search. They can also seize any item, however found, which they consider potentially harmful, dangerous or detrimental to the safety of students at school.

### **Use of Reasonable Force and power to search**

If a student refuses to be searched then members of school staff have a legal power to use reasonable force (Appendix 11). This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school-organised visit.

In addition to the general power to use reasonable force the Headteacher, Leadership group and HoY can use such force as is reasonable given the circumstances to conduct a search for the following 'prohibited items':

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers (or any smoking paraphernalia)
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).
- any item banned by the school rules, which has been identified in the rules as an item which may be searched for.

Please consult the link below for additional advice regarding:

#### **Searching, screening and confiscation**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444053/Searching\\_screening\\_confiscation\\_advice\\_Reviewed\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444053/Searching_screening_confiscation_advice_Reviewed_July_2015.pdf)

# Appendix 1 – Home School Agreement

## HOME SCHOOL AGREEMENT

### PARENT/CARER – I/We will

- encourage my/our daughter to work hard
- encourage her to participate in extra-curricular activities
- provide an environment supportive of study at home
- attend school events including Parents' Evenings and Parent Information Evenings
- support and encourage the school's values of ready to learn and mutual respect
- ensure my/our daughter follows the school's behaviour expectations (see contact book)
- check and sign the contact book each week making comments where appropriate
- inform staff of any concerns or problems which might affect my/our daughter's work and/or behaviour
- show respect and good manners when I contact the School
- promote excellent attendance and punctuality and inform the school office of the reason for any absence on each day before 8.30am
- avoid, where possible, making routine medical/dental appointments during school time
- not take holidays in term time
- inform school in writing if I do not wish for official photographs and film of my daughter to be used by school
- inform school in writing if I wish to request withdrawal from sex education or RE lessons
- endeavour to ensure work submitted by my/our daughter, and particularly work submitted for examination units, is on time, my/our daughter's own work and includes no form of plagiarism
- ensure my/our daughter does not bring to the school anything which is dangerous, illegal, banned from school or harmful to others (in particular knives, weapons and/or drugs)
- support the school's efforts to safeguard my/our daughter by monitoring her use of the internet and remaining vigilant to external influences which could cause her harm
- encourage my/our daughter to adopt a healthy lifestyle with regard to food, drink, exercise and rest

Signed: .....  
 (parent/carer)  
 Please print: .....

### STUDENT – I will

- be ready to learn and work hard to the best of my ability
- participate in extra-curricular activities
- show respect for myself, other students, staff, visitors and the school environment
- follow school rules and wear the correct school uniform
- be an ambassador for my school and a good role model in the community
- arrive at school and lessons on time
- bring the correct equipment, books and homework to lessons to support my learning
- make sure that my mobile device is off and away in school
- speak to a member of staff if I have concerns about my safety or the safety of others
- keep my contact book tidy, up to date and use it to record my activities, homework, achievements, progress and targets
- show common sense and self-control
- aim for excellent standards of attendance
- follow the rules of safe and sensible use of the Internet and the e-safety policy
- make sure that any work I hand in is on time, my own and not copied
- give letters and other information about school to my parents/carers and return any reply to the school quickly
- not chew gum on school premises
- not bring into school anything which is dangerous, illegal, banned from school or harmful to others (in particular knives, weapons and/or drugs)
- adopt a healthy lifestyle with regard to food, drink, exercise and rest

Signed: .....  
 (student)  
 Please print: .....

### SCHOOL GOVERNORS AND STAFF – We will

- provide an environment which promotes high quality teaching and learning
- set work which is challenging, yet suitable for the age and ability of the student
- provide a wide variety of learning experiences and a range of resources
- provide high standards of student support and individual guidance
- model the behaviour we expect and build positive relationships
- apply calmly and consistently the school behaviour policy
- promote and encourage the school's values of ready to learn and mutual respect
- use positive recognition to reward effort and achievement
- respond quickly to students' worries and communicate concerns about attendance or problems that affect your daughter's work or behaviour
- provide regular communication through the contact book, newsletters, letters, web-site, parents' evenings and reports
- actively promote and reward good attendance and punctuality, provide parents with a record of attendance and punctuality and intervene where necessary
- set homework and return marked homework to students within a reasonable period of time
- provide access for parents to meet with staff given reasonable notice
- provide a means of assessing, recording and reporting student achievement that is comprehensive, meaningful and accessible to parents
- hold at least one Parents' Evening per year for each year group
- inform parents/carers quickly of any problems and/or praiseworthy issues
- respond quickly, positively and respectfully to parents/carers concerns and complaints
- remain vigilant to and act upon any safeguarding concerns and communicate as appropriate with parents/carers and outside agencies

Signed .....  
 (Headteacher)  
 1<sup>st</sup> March 2017

## Appendix 2 – Dress Code and equipment for school

# Dress Code and equipment for school

### Years 7 – 11

All the time that your daughter is in Bullers Wood School uniform she is representing the school. Therefore, behaviour whilst in school uniform should reflect the highest of standards, from when she leaves school in the morning until she returns home after school.

Students in Years 7 to 11 are required to wear the correct school uniform at all times unless specifically advised otherwise (eg. for Own Clothes Day to raise funds for charity). Students are also required to wear the correct uniform on school trips unless specifically advised not to.

We believe that uniform serves its best purpose when parents/carers and students conform to the school's uniform requirements and accept that fashion trends are best left for out of school clothes. We therefore ask that parents/carers exercise careful judgement in matters of uniform and that they check with school any potential purchases, which might prove to be controversial and expensive with us before they make them.

All items of uniform and PE kit should be clearly labelled with the student's name.

### Uniform List for Years 7 - 11

- Navy V-neck pullover or cardigan with School Badge\*
- "A" line Black Watch tartan skirt with inverted pleats knee length or below\*
- Navy Trousers with the School Badge\*
- Cream blouse with reverses\*
- Navy or Black below knee length or short socks, or plain Navy or Black tights - patterned tights are not permitted.
- Black, sensible, low-heeled, traditional, shoes or low ankle boots only, (with black laces if appropriate). No trainers, canvas shoes, open-toes, flip flops, sling-backs or casual style footwear.
- Black plain, fabric coat with long sleeves. No hoodies or sweatshirt style jackets with hoods. (Large logos, denim, leather, suede, PVC and fur coats/jackets are not allowed)
- Plain scarf or hat (optional) in any of the school colours (ie. cream/white/navy/dark green/red/black). This may not be worn in lessons
- A strong waterproof black school bag large enough for A4 books and files.

### Protective Clothing and PE Kit

PE Hoodies are only worn in PE lessons or for participation in matches, clubs, etc.

- Apron for Home Economics - Navy with White stripe (can be purchased through HE dept)\*
- White Science laboratory coat\*
- Trainers
- Hockey or football boots with British Safety Standard studs recommended if taking part in hockey and football
- Bullers Wood PE Kit – polo shirt, track pants or leggings, shorts or skorts, fleece or thermal^^

\* items available from Bromley Schoolwear – [www.bromleyschoolwear.co.uk](http://www.bromleyschoolwear.co.uk)

^^ purchased via the PE Department.

### **Jewellery, Make-Up, Nails, Hair and Eyelashes**

Jewellery is not part of school uniform. The only items permitted are

- one pair of small, plain silver or gold stud earrings for pierced ears (one earring in each lower ear lobe) and/or
- a small chain with a religious symbol, if appropriate.
- a watch (which is encouraged).

Other body jewellery, including any form of facial or body piercing (other than earrings in the ear lobe) are not permitted. Student must not cover piercings or use spacers and think this makes them acceptable.

Students who abuse this system will have their jewellery confiscated.

Make up of any description should not be worn. Students will be asked to remove their makeup with wipes or wash it off in the cloakrooms. False eyelashes should not be worn.

Nail varnish, false nails or acrylic nails are not permitted. Students will be asked to remove before returning to lessons.

Hair accessories should be of school colours – cream, white, navy, dark green, red or black. No large flamboyant hair accessories. Hair should be of a natural colour and appearance. No extreme hair styles or shaved hair is allowed.

Students will spend time in inclusion until any of the above issues are rectified.

### **Equipment for school (ready to learn)**

- Books for the school day
- Contact book
- Pencil case
- Pens and pencils
- Ruler
- Protractor
- Scissors
- Glue
- Calculator (Casio Fx-85GT Plus recommended)
- Dry wipe pen

### **Appendix 3 – School Rules and items banned from school**

School operates a zero tolerance policy on the following items which are banned from school:

- any substance which is dangerous, illegal, harmful to others (in particular knives, weapons or harmful drugs including alcohol).
- pornographic images or material
- any article that school staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).

Alcohol, illegal drugs and weapons are not permitted to be brought to school, or otherwise obtained on the school premises or on a journey to or from school, or at any point during the school day, including when on school trips and visits.

Students must not be under the influence of drugs or alcohol whilst on the school premises, or on a journey to or from school, or at any point during the school day including when on school trips and visits.

Any student found to be, or having been in, possession of alcohol, illegal drugs or weapons, pornographic or inappropriate material, or under the influence of alcohol or illegal drugs on the school premises, on a journey to or from school, or at any point during the school day, including when on a school trip or visit, is likely to face permanent exclusion and a possible criminal record.

Smoking is not allowed anywhere on school premises, when students are off site wearing school uniform or in proximity of the school site. Students caught smoking, in the company of smokers or in the possession of E-cigarettes, lighters, papers or any form of smoking associated paraphernalia will be referred to inclusion.

#### Appendix 4 – Logging behaviour incidents on SIMS.

There are two levels of behaviour recorded on SIMS. When issues escalate, the most serious issue is logged on SIMS with reference to the primary incident.

Any serious unproven allegation of bullying is recorded as B0. A comment should be written in SIMS for each BP and more detailed information provided to the HoY for all B2 incidents. Behaviour points are used to record incidents in SIMS they are not the consequence.

<p><b>B1 – low level incidents</b> (logged on SIMS by teacher or office for confiscated items) Initiated/sanctioned by classroom teacher or member of staff on duty or form tutor</p>	<p><b>B2 – serious or persistent incidents</b> (logged on SIMS by teacher or office for confiscated items, electronic referral sent to HoY – copy to form tutor) Sanctioned by TLR holder (HoD/HoY), likely time in Inclusion.</p>
<p><b>Second</b> incident per half-term of (after initial warning):</p> <ul style="list-style-type: none"> <li>• Incorrect dress code (Inclusion if it cannot be rectified)</li> <li>• Make up (must be removed)</li> <li>• Jewellery (jewellery must be confiscated)</li> <li>• Failure to bring the correct equipment or books.</li> <li>• Unsatisfactory work ethos</li> <li>• Chewing gum</li> <li>• Failure to follow school expectations</li> <li>• Use of unacceptable language</li> </ul> <p><b>First</b> incident of Mobile device (must be confiscated and handed to the office that day)</p>	<p>Refusal to hand over mobile device (must be confiscated) Abusive language with intent and/or purpose Persistent uniform, make up or jewellery Persistent lack of punctuality Deliberate damage to property Theft Threatening behaviour (written/verbal/electronic media) Physical aggression Persistent refusal and/or failure to cooperate/follow instructions Malicious accusation against school staff Bullying Bullying race-related Bullying homophobic (or any protected group) Smoking Truancy</p>

#### Form tutor, HoY and AHT to monitor behaviour incident recorded on SIMS.

#### General guidance regarding behaviour points

All contact with home to be recorded in SIMS. Weekly behaviour report totalling points to be run by the office and sent to HoY.

Total Bpts	Action by
5+	Form tutor – phone call home, report
10+	HoY – parental meeting, report, class teacher / HoD involvement if appropriate
20+	AHT – parental meeting review of support thus far, report, student contract
30+	DHT – review of support in place and parental meeting

## Appendix 5 – Walkabout / On-call Protocol

**Aim:** To establish a positive learning environment around school during lesson times and to ensure that any serious behaviour incidents are dealt with quickly.

Two members of staff - one from Leadership who is 'on-call' to co-ordinate and lead the investigation of any ongoing behaviour incidents.

Both staff (walkabout and on-call) collect a radio from reception promptly at the start of the lesson.

<b>Walkabout 7-11</b>	<b>On call (usually Leadership or HoY)</b>
<p>In priority order:</p> <ol style="list-style-type: none"> <li>1. Locate missing students (check parents have been informed).</li> <li>2. Visit locations on the walkabout hot spots timetable. Please enter the room, circulate, stay for a few minutes or until the member of staff indicates all is well. Aim to go back for a second visit towards the end of the lesson.</li> <li>3. Visit all cover lessons and go in.</li> <li>4. Ensure missing registers are completed.</li> <li>5. Remind students of late detention.</li> <li>6. Deliver messages around school.</li> </ol> <p><b>General</b></p> <ul style="list-style-type: none"> <li>• If requested by member of staff, accompany a student who is removed from a lesson to the subject exit room and then inform HoD (copying in form tutor and HoY). Check staff have issued a consequence, usually 30 minutes detention that day.</li> <li>• Question any student out of lesson and escort back to lesson if student does not have a pass in their contact book.</li> <li>• If a group is dismissed from a lesson early, send back to the lesson.</li> </ul>	<p><i>Investigate</i> any on-going behaviour incidents. The priority is to resolve incidents as quickly and effectively as possible.</p> <p>This will likely involve:</p> <ul style="list-style-type: none"> <li>• Calming students down.</li> <li>• Making sure students are safe.</li> <li>• Separate and isolate students as appropriate (this does not mean place them all in inclusion).</li> <li>• Ask student to write accounts on the correct proforma (appendix 6) if bullying see anti bullying policy (report form).</li> <li>• Inform parents/carers that a serious incident is being investigated and someone will be in touch when it is resolved.</li> <li>• Go through all accounts and produce a written summary of the incident (this will likely involve going back to students and re questioning).</li> <li>• Hand over ongoing incidents to Reception for next member of staff 'on-call' or hand over to HoY if available.</li> </ul>

### **Inglewood walkabout**

**Aim:** To establish a positive learning environment in Inglewood. This is a proactive measure to avoid problems, a supportive, friendly member of staff in the building to encourage students to use their non-contact time wisely.

Students should be meeting our usual behaviour expectations but do not have to be silent. If they are disturbing lessons or staff then they should move into the study rooms if there is space or an empty room in Inglewood with yourself. Students are allowed to have down time and only have to move into a supervised study area if they are disturbing others students. Any poor behaviour should be followed up using usual school policy and reported to form tutors and Head of Year. You will base yourself in Inglewood for the entire period after collecting the radio.

1. Please start by visiting all the study rooms; Sa1, Sa2 and D1. Locate missing students (check parent have been informed).
2. Then check all the communal areas including D4 and rooms such as the foyer, D2, D3 (no eating and drinking in any computer rooms) the conservatory and any rooms that are empty.
3. Please also check with staff in the orangery.

Card / loud games are banned during lesson times. Students should not be using staff computers. These rules are displayed so you can show them to students.

**Appendix 6 – Student Account**

**Bullers Wood School**

**Student Account**

<b>Your name:</b>	<b>Your form:</b>
<b>Today's date:</b>	
<b>Date of incident:</b>	
<b>Where did it happen?</b>	
<b>Who else was there?</b>	
<b>What happened?</b>	

**Signed:** \_\_\_\_\_

Appendix 7 - Student report

**Form Tutor / Head of Department / Head of Year / AHT / DHT Report (please circle)**

<b>Name of student</b>		<b>Form</b>		<b>Reason</b>	
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Report to be signed by the teacher at the end of each lesson. It must be taken to \_\_\_\_\_ at \_\_\_\_\_ each day and signed by parent/carer each evening.

Date	Form Time	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Staff	Parent

Please complete boxes using number/grade appropriate to work/behaviour. Any additional comments may be added overleaf. Please give date, subject and comment.

Numbers 1-4 Work	A-D Behaviour
---------------------	------------------

1 A Good 2 B Satisfactory 3 C Some cause for concern 4 D Unsatisfactory
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**Report requested by:** \_\_\_\_\_

**Appendix 8 – Pastoral Support Plan**

**BULLERS WOOD SCHOOL**

**PASTORAL SUPPORT PLAN**

Date		Formal Review Date	
------	--	--------------------	--

Student Name	
Form	
Date of Birth	
SEN	
Ethnicity	
Monitoring Teacher	

**Please attach copy of most recent Academic report**

**Areas of concern**

1.	
2.	
3.	

**General Targets**

1.	
2.	
3.	

**Action Required by Student**

1.	
2.	
3.	

**Action Required by Parent/Carer**

1.	
2.	
3.	

**Action Required by School**

1.	
2.	
3.	

**Other**

--

**Agreement**

We the undersigned agree with the above targets and actions. We are willing to co-operate and make every effort to ensure the successful completion of the pastoral support plan.

Student		Date
Parents/Carer		Date
School		Date
BBS		Date

Appendix 9 - 'Off and away' poster



**OFF AND AWAY**  
before the school gates

Please check that your mobile device e.g. phone, Smart watch, tablet, iPod, MP3 player and headphones, are off and away, out of sight in your school bag.

If your mobile device is seen or heard it will be confiscated.

## **Appendix 10 – Mobile devices and contacting home during the school day**

Should a student be observed or be suspected of using a mobile device on the premises, it will be confiscated and handed to the School Office. Confiscated mobile devices are placed in the school safe (that day) and a behaviour point is recorded on SIMS by the office. This triggers an automatic email which is sent to the form tutor and HoY. Students in Yr 7-11 can collect their device at the end of the half-term and students in Yr 12-13 can collect their device on Friday at 3:10pm from the office. Alternatively, a student can ask their parent/carer to come and collect their phone from the school office.

Please note that if a student in Year 7-11 has a mobile device confiscated during the school day and makes contact with home during that day on another mobile device a further consequence will be put in place by the HoY.

When the mobile device is collected by the parent the office staff ask parents to sign a form stating that the parent/carer understands the school policy and will support the school. Repeatedly breaking the school expectations (3 behaviour points) regarding mobile devices will result in a Leadership Detention.

### **Return of confiscated mobile device to be signed by parent/carer**

Please remind your son/daughter of the following:

We do not allow students to use mobile devices on site. This policy is in place to:

- minimise classroom disruption,
- prevent bullying, and
- restrict student use of inappropriate websites (during the school day).

If students choose to bring mobile devices and headphones into school, they must remain switched 'off and away' whilst on site and be stored out of sight in students' bags.

Sixth Form students are allowed to use mobile devices in the immediate vicinity of Inglewood (this does not include the Sports Hall) but not in their lessons. In Sixth Form lessons mobile devices should not be visible or heard. Mobile devices must be off and away when students exit Inglewood car park as they walk towards the main school. Signs remind students of this rule around site.

Signature:..... Date:.....

### **Contacting students during the school day**

Parents wishing to contact their daughter in an emergency during the school day should contact the School Office to pass on a message, rather than contacting their daughter directly. Please note whilst every effort is made to pass on urgent messages to students in a timely manner this is dependent on staff availability.

If, in an emergency a student needs to call home for an appropriate reason:

- lack of credit on Squid,
- cancelled club or visit or
- with written note from a form tutor or HoY

This can be done outside of lesson time via the Reception desk, form tutor or HoY. Students may not ring home to request books, equipment, or to tell parents their mobile device is confiscated, etc.

## **Appendix 11 - Reasonable Force (guidance for staff)**

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 students.

Reasonable force (no more force than is needed) can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control students or to restrain them.

Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.

Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

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 student.

The following examples outline some circumstances when reasonable force might be used:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so (note remove other students first);
- prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a student from attacking a member of staff or another student, or to stop a fight; and
- restrain a student at risk of harming themselves through physical outbursts.

We have a legal duty to make reasonable adjustments with regard to the use of reasonable force with disabled students and those with SEN.

Parents will be informed when reasonable force has been used and such incidents will be recorded on SIMS as part of the usual behaviour referral system.

Please consult the link below for additional advice regarding:

### **Use of reasonable force**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

## Appendix 12 – Additional guidance regarding behaviour consequences

Issue	Likely consequence
Chewing gum, litter, make-up, jewellery, nail polish, multiple earrings, additional piercings or poor standard of uniform. B1 recorded on SIMS for second incident per half term.	Warning. Followed by appropriate remedial action and/or confiscation. These should be issued by the classroom teacher or the member of staff on duty or form tutor.
Repeated chewing gum, litter, make-up, jewellery, nail polish, multiple earrings, additional piercings or poor standard of uniform. B2 recorded on SIMS for persistent uniform, make up or jewellery.	30 minute detention with form tutor. Repeated offences Leadership Detention.
Headphones seen in school, mobile device seen, mobile heard, or using mobile in school. B1 first incident, B2 if student refuses to hand over. Student must go to inclusion until the phone is handed over.	Confiscation 3 x mobile phone results in Leadership Detention and letter home.
Lateness to lesson. Persistent lateness to lessons.	Make up time with class teacher. Late detention.
Lack of equipment to support learning. B1	Warning 30 minute detention with class teacher, contact home.
Disturbing or distracting others. Off task behaviour. Initially B1 after warning. B2 for persistent issues.	Warning. Move seat. Removal from lesson. 30 minute detention, Class teacher to contact home. Repeated offences Leadership Detention and letter home.
Failure to attend first detention Failure to attend second detention Failure to attend HoD detention Failure to attend detention will result in likely B1 incident being changed to B2 on SIMS.	Warning, re-set. Refer to HoD, 1 hour after school detention. Leadership Detention and letter home.
Refusal to follow instructions or cooperate Rudeness to staff Abusive or unacceptable language Deliberate damage to school or others property Bullying Physical aggression towards a teacher or another student Inappropriate behaviour whilst travelling to or from school or representing the school on a visit. B2 on SIMS	One hour after school detention More serious incidents could result in: <ul style="list-style-type: none"> <li>• Leadership Detention</li> <li>• Parent meeting</li> <li>• Isolation outside staff offices</li> <li>• Inclusion or exclusion</li> </ul>
Truancy from lesson. Left class/site without permission. B2	Make up time and work with class teacher in detention. Several lessons missed may result in Leadership Detention.
In possession of lighters, cigarettes, e-cigarettes, etc. Smoking on or off site, using e-cigarettes or in the company of smokers/e-cigarettes. B2	In possession of - one day inclusion Smoking on or off site, using e-cigarettes or in the company of smokers/e-cigarettes - three day inclusion
Failure to attend Leadership Detention	Inclusion until Leadership detention is completed until 5pm.

