

For this we stand:
to search for truth;
to live in love;
to grow together.



"Speaking the truth in love, we will grow to become in every respect the mature body of him who is the head, that is Jesus Christ"

Ephesians 4

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 have the opportunity to learn to the best of their ability in an respectful environment which promotes excellent behaviour
 - To establish a whole-school approach to maintaining behaviour consistently, and in a manner which reflects the values of the school
 - Outline the expectations and consequences of behaviour
 - Everyone in the school community understands the importance of their role in achieving high behavioural standards.

Legislation, statutory requirements and statutory guidance

2. Schedule 1 of the Education Regulations 2014; paragraph 9 requires the school to have a written behaviour policy. 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:
 - a) Creating a calm and safe environment for students
 - b) Establishing and maintaining clear expectations of student behaviour;
 - c) Implementing the behaviour policy and practices consistently;
 - d) Upholding the School's routines, values and expectations through all interactions with students;
 - e) Modelling expected behaviour and positive relationships;
 - f) Working towards a consistent approach to behaviour while being aware of individual needs and circumstances
 - g) Reporting and recording behavioural incidents promptly using the School protocols;
 - h) Challenging students who are not meeting expectations.
5. The Leadership Team is additionally responsible for:
 - a) Supporting staff with the above responsibilities, including inducting new staff into the school's behavioural culture and practices, monitoring and reviewing practice and procedure, reviewing this policy;
 - b) Monitoring the implementation of this policy;
 - c) Regularly reviewing data from behaviour logs, identifying trends in data and ensuring that no groups of students are disproportionately impacted by this policy.
6. The Head is additionally responsible for:
 - a) Ensuring the school's vision and ethos support and encourage excellent behaviour;
 - b) Ensuring that data is effectively reviewed and reported on;
 - c) Ensuring that staff understand behaviour expectations and deal effectively with behaviour;
 - d) Providing governors with regular reports on behaviour management.
 - e) Ensuring that this policy works alongside the Safeguarding and Child Protection Policy to offer both sanctions and support where necessary.
7. Governors are responsible for:
 - a) Reviewing and approving this policy;
 - b) Monitoring the implementation of this policy;
 - c) Holding the Head to account for its implementation;
 - d) Monitoring the effectiveness of this policy

Expectations of students

8. 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.
9. 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.
10. Students are expected to attend School regularly, and arrive for lessons and activities punctually, in an orderly fashion and with all the necessary equipment.
11. 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.
12. Students are expected to treat all other members of the School Community (i.e. fellow pupils, academic staff, support staff and visitors) with respect.
13. Students are expected to wear their uniform smartly and correctly and without other items (e.g. non-uniform hoodies).
14. 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.
15. Students are expected to give due time and diligence to the completion of work in class and homework. Deadlines must be adhered to.
16. Students must abide in full by the rules for acceptable use of ICT.

The Respect Strategy

17. 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 oneself 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

18. Staff should:
 - a) Be consistent in their approach to good behaviour, being mindful that some approaches may need to be adapted for individual needs;
 - b) Teach students what good behaviour looks like, and highlight good behaviour so that others might learn from it;

- c) Maintain good routines which create an environment which supports good behaviour;
 - d) Consistently model good behaviour and positive relationships;
 - e) Praise good behaviour either verbally or in writing;
 - f) Celebrate individual successes, both academic and non-academic;
 - g) Communicate with parents when a student has done well;
 - h) Display excellent work in classrooms;
 - i) Award positive behaviour points.
19. 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:
- a) 30 points = Bronze certificate presented by Tutor in form time
 - b) 75 points - Silver certificate presented by Head of School in Section Assembly
 - c) 120 points = Gold certificate and gold badge presented by Head in Whole School Assembly, and name printed in the Prize Day brochure.
20. 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.
21. A number of prizes are awarded each year at Prize Day, which include academic prizes in each subject, Form prizes are awarded on the basis of achievement and endeavour based on the following criteria:
- Achievement:** Achievement encompasses a student's attainment, the progress they make from their starting point, and their wider personal development, reflecting both academic success and overall accomplishment.
- Endeavour:** "Endeavour reflects the effort, perseverance, and commitment that students demonstrate in their learning journey, despite any personal or academic challenges, recognising the value of hard work and resilience."

Responding to poor behaviour

22. **Restorative approach** At Bishop Wordsworth's School we recognise students can make mistakes and are committed to showing students how to learn from such errors and move on from them as better individuals. Students should not feel they have been defined by their mistake(s) and the School, wherever possible, provides opportunities to enable improvement. 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 but a restorative approach is maintained, including conversations with home.

23. When dealing with instances of misbehaviour staff should:

- a) Respond to poor behaviour by speaking to a student, reminding them of expectations and giving a sanction as appropriate;
- b) Give a measured response to a student who has behaved poorly, without humiliation or intimidation;
- c) Ensure they have identified the correct student(s) and behaviours before responding with sanctions;
- d) Ensure the student understands how they have failed to meet expectation;
- e) Where appropriate (i.e. for smaller misdemeanours), give students a warning and a chance to improve before issuing a sanction;
- f) Allow the student an opportunity to respond;
- g) Be mindful that a student may need an adapted approach to behaviour management;
- h) 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;
- i) Apply sanctions consistently;
- j) Record the incident promptly using Bromcom.
- k) 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.

Sanctions. The School employs a points-based tariff system to apply a range of sanctions in the event that student conduct is not deemed satisfactory. While sanctions will only be issued on School premises, or elsewhere when the student is under the lawful control of the staff member, the scope of this policy includes behaviours outside of these conditions (see paragraphs 30 and 31). In most instances these sanctions are applied on a whole-school level using pre-defined trigger points which may be met following an accumulation of negative behaviour points logged. These are applied on an escalating scale which is reset each half-term:

- -3 points a behaviour warning is made by the form tutor or mentor
- -4 points a 30-minute lunchtime detention
- -8 points an afterschool Head of Year detention is issued lasting 45 minutes
- -10 the Head of Year is advised to issue a 'report card' addressing the specific behavioural challenges and a 3-week notice to improve
- -12 a Head Master's detention lasting 1 hour at Friday 4pm or Saturday am.

24. In addition to the above, and depending on the nature of the misbehaviour, specific sanctions may be warranted to ensure the continuation of academic work, community spirit or redress particular failures. Such sanctions include but are not limited to:

- a) Confiscation of an item;
- b) A requirement to catch up with work in 'own time';
- c) A requirement to stay behind at the end of a lesson i.e. during break or lunchtime;
- d) Departmental detention;
- e) Community service;
- f) Withdrawal of privilege, such as representation of the School in extra-curricular events, or revocation of a student leadership position.
- g) Use of LT 'on call'. In response to serious disruption to learning staff may request the presence of a member of the leadership team to remove a student from their classroom in the short term. Pupils who have been removed will be supervised by this member of staff, or removed to a pastoral office, for the remainder of the lesson. In such cases a Head of Year detention will be applied.
- h) Direction to attend a school based or 3rd party approved support organisation including ELSA support, Connect Young Peoples' Substance Use Service etc. (see paragraph 29)

25. **Vandalism** – Where a student causes deliberate or malicious damage to school property, the School will apply appropriate behavioural sanctions in line with this policy. In addition, the School may invite parents to make a voluntary contribution towards the cost of repair or replacement. Any request for financial contribution will be separate from disciplinary measures and will not be framed as a fine or compulsory charge. The School will always take account of individual circumstances and ensure that its response is proportionate, fair and supportive. In cases of significant, or wilful damage, the School also reserves the right to seek civil recovery of costs.

26. Repeated or serious misbehaviours may result in greater sanctions including:

- a) Internal exclusion (removal from lessons for a half-day or full-day, or multiples thereof)
- b) External suspension (fixed term)
- c) Permanent Exclusion

In addition to sanctions a multi-agency assessment for pupils who display continuous disruptive behaviour will be considered.

27. Fixed term suspension and Permanent Exclusion are very serious sanctions and are very rare. These sanctions will only be applied for 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 in breach of the behaviour policy, or for persistent breaches of the behaviour policy will be made on a case-by-case basis by the Head considering the student's age and stage of development. The Head 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.

28. In the case of suspension or permanent exclusion the School's Exclusions policy is to be followed.

29. **Support.** Students who behave poorly often need support to help them get back on track. Staff need to be aware of the need to help students and should try to understand what might be driving their behaviour and how to make improvements. Examples of support strategies the school may employ include:

- **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.

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

- a) Taking part in any school-organised or school-related activity;
- b) Travelling to or from School;
- c) Wearing School uniform;
- d) 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.
- Has resulted in criminal charges.

31. **Online misbehaviour.** The School can issue sanctions to students for online misbehaviour when:
- a) It poses a threat or causes harm to another student;
 - b) It could have repercussions for the orderly running of the School;
 - c) It adversely affects the reputation of the School;
 - d) The pupil is identifiable as a member of the School.
32. **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, in conjunction with the school offices or the Leadership Team, and based upon the evidence gathered and on the balance of probability what they believe to be the true account of what happened .
33. **Escalation.** Failure to attend a sanction without a valid rationale will normally result in an escalation in sanction. E.g. failure to attend an after-school detention will result in a Head Master's Detention. Failure to attend a Head Master's Detention will normally result in an internal exclusion.
34. **Procedures.** Students have a right to expect fair and consistent procedures in response to poor behaviour. Staff are trained to follow consistent protocols, 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

35. 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. Further clarifications can be found in the Anti-Bullying Policy.
36. 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.
37. The use of discriminatory language including racist, sexist, homophobic, disability-based etc. will be treated with a zero-tolerance approach and in most cases use of language of this form will begin sanction at the level of internal exclusion.

Behaviour which constitutes a safeguarding concern

38. There may be occasions where misbehaviour constitutes a confirmed or suspected safeguarding concern. In such cases, the behaviour will be recorded on the School's safeguarding system, CPOMS and discussed with the DSL. The safety and well-being of our students is paramount and will be prioritised over the need to sanction. Where appropriate, the DSL, or other senior staff, will conduct a risk assessment and may refer the case to Children's Services. All such action will be recorded in CPOMS. Refer to the Child Protection and Safeguarding Policy for further detail.
39. **Harmful Sexual Behaviour (HSB)** – HSB is defined as developmentally inappropriate sexual behaviour displayed by young people which is harmful, abusive or coercive, whether towards oneself or others. This encompasses sexual harassment, sexual violence and child-on-child sexual abuse.
40. **Problematic Sexual Behaviour (PSB)** sits within a broader continuum of HSB. It describes sexual behaviours that may be less obviously harmful, but which are developmentally inappropriate, socially unexpected, intrusive and/or unsolicited. The School recognises that PSB may sometimes reflect gaps in understanding, unmet needs, or emerging sexual development, correspondingly it may be appropriate to deal with such behaviours as either/both misbehaviours within this policy and/or safeguarding concerns which will be addressed accordingly.
41. In all cases harmful sexual behaviour is not tolerated at Bishop Wordsworth's School. HSB is never ignored and all incidents will be investigated without delay and will be responded to robustly. The School will conduct a risk assessment for any student who is involved in an incident of HSB, alleged or confirmed, and this will consider the age, nature of concern, as well as contextual information regarding the student. Where a risk assessment demonstrates an ongoing and/or unacceptable level of risk to individuals or the wider school community it may be necessary for the student to be placed outside of normal lessons and/or break and lunchtimes. This act is considered neutral and will only last for the period of the investigation, although it may also form part of later sanctions. The School's response to HSB will be proportionate, considered, supportive and decided on a case-by-case basis although it is understood that in most cases a serious sanction will apply.
42. **Malicious allegations.** Any student making malicious or deliberately invented accusations against staff, or other students, will face sanction and depending on the nature of the accusation this may merit serious sanction. Staff and students accused of misconduct will be entitled to support which will be actioned through HR (in the case of staff) and the relevant pastoral office (in the case of students).
43. **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. Where Police involvement is necessary the School will not interfere or conflict with any Police action however the School may continue to investigate the incident and enforce sanctions. Behaviour sanctions are issued according to a civil burden of proof (balance of probabilities) rather than a criminal burden of proof (beyond reasonable doubt). Paragraph 30 explains that the School may take sanction.

44. Banned items. To maintain good order and safety of our community, certain items are banned from the school. This prohibition applies to journeys to and from school, educational visits (including trips and sport fixtures), and when in school uniform.

Banned items include, but are not limited to:

- a) Weapons or any item designed or carried with the intention to cause harm;
- b) Illegal drugs;
- c) Drug, smoking or vaping paraphernalia including lighters
- d) Alcohol and 0% alcohol imitations
- e) Vapes, Cigarettes and products containing tobacco or nicotine including snus and nicotine pouches;
- f) Pornographic materials, including digital formats;
- g) Offensive materials, including digital formats;
- h) Fireworks or flares
- i) Any item which is stolen or otherwise obtained illegally
- j) Other items raised ad-hoc during the school year and communicated in MCAS parent mail

45. Searches.

- a) A search can be carried out if there are reasonable grounds for suspecting that the pupil is in possession of a prohibited item, or any item identified in the Behaviour Policy or Student Code of Conduct. 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)
- b) A search can be made if the pupil has agreed to it, or, on the direction of the Head without consent.
- c) A search may be conducted of a pupils' possessions including bag(s) and locker. A search may also involve searching a pupils outer clothing and pockets. Outer clothing refers to garments which can be safely and appropriately removed in public without exposing underwear.
- d) All searches are to be conducted in the presence of at least one member of staff who is acting as a witness who must be of the same sex as the pupil. In the event that the search is of the pupils outer clothing the search must be performed by a member of staff of the same sex.
- e) The only exceptions to paragraph 43d are where the authorised member of staff carrying out the search reasonably believes there is a risk that serious harm will be caused to a person if the search is not carried out as a matter of

urgency; and there is insufficient time available to locate a member of staff who is the same sex as the pupil.

- f) An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or, if on an off-site activity, when the student is under the legal control of School staff.
- g) The staff member who carried out the search must inform the DSL without delay of any incidents necessitating a search. All searches, including incidents where no items were found, will be recorded in the School's safeguarding system.
- h) Confiscation – any item discovered by search, or other means, which is prohibited by the Behaviour Policy will be confiscated. These items will not be returned to the pupil. The School may also confiscate other items that are harmful or detrimental to school discipline, these items will be returned to pupils after discussion with appropriate staff and may be required to be collected by a parent.

46. 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.

47. 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. 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 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.

48. **Monitoring.** The school will collect data on behavioural incidents, including removal from the classroom, attendance, permanent exclusions, fixed term suspensions and internal exclusions, incidents of searching, confiscation, detentions and other sanctions. The perceptions and experiences of the school behaviour and culture for staff, pupils and governors are recognised as important, and senior staff will undertake termly analysis of the monitored incidents. This analysis will include consideration of school level, age group, individual members of staff, time of day/week/term and any protected characteristics of students. In doing so the School will meet its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them. Governors will review this Policy annually. It was first adopted on 28 February 1995.

49. **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.

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
20 th November 2025	Searches, exclusions, vandalism and HSB sections considerably reworked alongside other minor changes and redrafting.