



BISHOP VESEY'S GRAMMAR SCHOOL

Behaviour Policy

Review prepared by:	Head Teacher March 2023
Review Date/By whom	Appendix 4 - June 2023 by Teaching and Learning July 2023 - Full Governing Body
School's next review date/by whom:	July 2024 - Full Governing Body

1. Introduction

This behaviour policy is written with the United Nations Convention of the Rights of The Child in Mind. All of our policies bear in mind Articles 3 and 28 - the child's best interests and the right of the child to an education. This policy also bears in mind Article 29 (Goals of education - to develop a child's talents and abilities to the full). In addition the document is informed by 'Behaviour in Schools' (Department for Education, January 2022).

It is to be read in conjunction with the following:

- Anti-bullying policy
- Safeguarding and Child protection Policy and KCSIE 2022
- Equality and Diversity Policy
- School Network and Internet Acceptable Use Policy – student agreement
- E-safety policy

1. Purpose of the Behaviour Policy

The purpose of this 'Behaviour Policy' is to establish high standards and clear rules that reflect the values of the School. This policy provides details of how staff will support pupils to meet these expectations. The policy is aimed to support the development and maintenance of a culture that promotes excellent behaviour ensuring clarity in terms of which behaviours are prohibited and through the promotion of values, attitudes and beliefs that should be encouraged throughout the School Community.

The School has a statutory power to regulate the behaviour of students when off school premises and not supervised by school staff.

These regulations include behaviour in all activities organized by the school e.g extra-curricular visits or sporting fixtures. It also includes behaviour on the way to and from school and behaviour when wearing school uniform in a public place.

Students are expected to be excellent ambassadors for Bishop Vesey's Grammar School at all times.

It is the Head Teacher's responsibility to ensure the school acts in a reasonable manner taking into account the following factors:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- The extent to which the behaviour in question has affected the orderly running of the School and/or poses a threat to another student, a member of staff or a visitor.

2. Glossary

3Cs: Courtesy, Cooperation and Consideration – our expectations of behaviours in school
HoD: Head of Department
HoY: Head of Year
MSO: Main School Office
SIMS: School information management system – central digital records of all information
DSL: Designated Safeguarding Lead – the nominated person in the school
SENCO: Special Educational Needs Coordinator

3. Roles and Responsibilities

3.1 The Governing Body will ensure that this policy is communicated to students and parents, that it is published on the school website, that it is non-discriminatory and that expectations are clear. Governors will support the school in maintaining high standards of behaviour of students and staff. The Governing Body, Head and staff will ensure there is no differential application of the policy and procedures on any grounds, of any of the protected characteristics applicable to those under the age of 16, namely race, religion or belief, sex, gender reassignment, sexual orientation, disability or pregnancy and maternity. They will also ensure that the concerns of students and their parents regarding the application of the behaviour policy are listened to, and appropriately addressed.

3.2 The Head Teacher will be responsible for the implementation and day-to-day management of the policy and procedures. They encourage good behaviour and respect for others; secure an acceptable standard of behaviour of pupils; promote, among pupils, self-discipline and proper regard for authority; prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying); ensure that pupils complete any tasks reasonably assigned to them in connection with their education, and otherwise regulate the conduct of pupils.

3.3 The Role of the School Leadership Team – is to be highly visible, with leaders routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

3.4 Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour policy, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

All staff should communicate the school expectations, routines, values and standards, both explicitly through teaching behaviour, and in every interaction with pupils.

Good Classroom Routines play a key part in fostering good standards of behaviour.

Teachers should ensure they are properly prepared for every lesson. They establish a seating plan and have clear expectations about how students should behave in lessons.

3.5 Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of the child both inside and outside the school. The school will encourage parents to work in partnership with the school to assist it in maintaining high standards of behaviour, and will be actively encouraged to raise with the school any issues arising from the operation of the policy. Parents and carers are expected to sign the home-school agreement at the start of their child's time at Bishop Vesey's Grammar School and at the start of every subsequent year while they are at school.

3.6 The Role of pupils - All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. In order to achieve this goal every pupil will be made aware of the school behaviour standards, expectations, pastoral support, and consequence processes at the start of each academic year and through regular updates throughout the course of the school year.

3.7 New Student Induction - All new students to the School will be expected to engage in an induction process, which ensures that they understand the school's behaviour policy and wider culture

4. Behaviour expectations and pupils with Special Educational Needs (SEND)

At BVGS, we aim to instill a culture of behaviour, which will create calm environments, which will benefit pupils with SEND, enabling them to learn, and fulfil their potential.

Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

At BVGS, we consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible.

We do not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation. At BVGS we consider carefully where a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil.

We also consider whether any reasonable adjustments need to be made to the sanction in response to any need the pupil may have.

The school has three teaching assistants to support students whose SEN that may affect their behaviour.

All staff have access to and are informed of one-page profiles for students with SEN in order to differentiate their lessons and approach with students to minimise behavioural issues.

Pastoral staff, including Heads of Years, external support from REACH and the Designated Safeguarding Lead, provide support for those students who have mental/emotional/social difficulties

5. Encouraging Positive Behaviour

5.1 We believe students learn most effectively within a framework of positive encouragement and motivation. By praising and rewarding positive behaviour, others will be encouraged to act similarly and positive behaviour will be reinforced.

Our system of formal recognition and reward through the award of merits reflects the values of the School:

**BVGs
Pastoral Priorities for 2022/23**

OUR MERIT SYSTEM REFLECTS THE CORE VALUES OF OUR SCHOOL

Heading:	Examples:	Achievement Value
Academic Commitment	Outstanding attainment, recent assessment, effort, resilience, teamwork, problem solving etc	1
Kindness	Any act of generosity showing consideration and courtesy etc	1
Independent Learning	Outstanding HWK/private study/additional extended research outside of the classroom etc	1
Co-Curricular Contribution	Any activity that supplements students' regular curriculum commitments etc	1
Commendation *	<p>A commendation achievement point is for students who go above and beyond what is expected of them and can be linked to exemplary performance or contribution to any of the headings in the table or potentially positive behaviour that crosses a number of different fields.</p> <p><i>*Any staff awarding a commendation will be expected to add a comment so this can be included and celebrated in the weekly newsletter.</i></p>	1

We also model positive behaviours and successful behaviours as outlined on Page 10 of the Student Planner through our Bishop Vesey's Learning Framework':

Bishop Vesey's Learning Framework		
Student's responsibilities	Characteristics of outstanding learning:	Teacher's responsibilities:
<p>Be prepared to learn:</p> <ul style="list-style-type: none"> - Attend every lesson on time - Bring the correct equipment - Complete classwork on time - Meet classwork and homework deadlines <p>Adopt a positive attitude and behaviour</p> <ul style="list-style-type: none"> - Be ready to learn straight away - Be enthusiastic about learning - Be polite and respectful - Concentrate on your own work and avoid distracting others - Take an active part in lessons <p>Responsibility:</p> <ul style="list-style-type: none"> - Listen to instructions and follow them carefully - Think, check the board, your book, ask the person next to you and then ask the teacher if you don't understand - Stick in worksheets and assessments - Support others if they need help - Know your targets - Act upon feedback - Respond to feedback by correcting or re-drafting corrected pieces of work <p>Always aim high:</p> <ul style="list-style-type: none"> - Take pride in your learning - Aim to exceed your target grade where possible - Try out new ideas - don't be afraid to make mistakes 	<p>Clear Lesson Objectives and Lesson Success Criteria</p> <ul style="list-style-type: none"> - All students know what they are learning, why they are learning and how they can be successful. - Objectives are re-visited and progress towards these is monitored throughout the lesson <p>Positive learning conversations</p> <ul style="list-style-type: none"> - Students are used to working on their own, in pairs and in groups and do this effectively. - Questioning is used to draw out and to develop student knowledge and understanding. <p>Formative feedback</p> <ul style="list-style-type: none"> - Assessment criteria is shared with students - Clear guidance is given to students on how to improve - Students act upon advice given and this is evident in their books - Students set their own constructive targets - Student set constructive targets for their peers - Understanding is monitored and intervention is transparent to ensure clear progress <p>Independent Learning</p> <ul style="list-style-type: none"> - Students persevere despite difficulty - Students are resources for themselves and others. They use a range of tools before they ask the teacher. - Independent study is promoted and applauded. <p>Pace, Challenge and Engagement</p> <ul style="list-style-type: none"> - A wide range of learning styles, tasks and resources are employed - Lessons are carefully planned and structured 	<p>Create an environment for learning:</p> <ul style="list-style-type: none"> - Arrive on time to the classroom - Be approachable - Provide a stimulating learning environment - Use appropriate and fair rewards and sanctions - Be consistent - Use the language of choice for behaviour management <p>Plan and prepare for learning:</p> <ul style="list-style-type: none"> - Plan all lessons - Vary tasks and learning styles - Differentiate - Employ engaging tasks - Facilitate positive learning conversations with a mixture of individual, pair and group work - Offer appropriate challenge and pace - Don't be afraid to take risks - Regularly mark, assess and provide feedback to students. <p>Be passionate about your subject and demonstrate strong subject knowledge:</p> <ul style="list-style-type: none"> - Demonstrate passion for your subject - Have up-to-date subject knowledge - Understand the specifications and examination requirements - Be willing to build upon your own knowledge and understanding <p>Narrow any learning gaps:</p> <ul style="list-style-type: none"> - Involve all students - Set specific and individual targets - Understand any specific areas of need

5.2 Recognition of positive achievement may include:

- Consistent verbal praise, from all staff
- Informing parents of achievement e.g. via postcards, emails, letters
- The award of merits for a wide range of academic, cultural and sporting achievement
- The award of School Colours for achievement in sport, music, drama and chess
- Recognition for individual or team achievements at House Meeting
- Celebrating Top Merit Winners in a weekly Merit Winners celebration at break with the Head Teacher
- The announcement of particularly prominent individual or team successes in school assemblies: this will include the award of cups, trophies and prizes as appropriate
- The award of certificates for progression and contribution to school life e.g. in Music or LAMDA examinations or in the Mathematics Challenge by the Head Teacher in school assemblies
- The award of certificates for progression, zero behaviour points and contribution to school life, or prizes at presentation evenings: these have been developed to highlight the achievement of everyone in the school
- The award of certificates of achievement and prizes at Speech Day: we have expanded significantly the number of awards in recognition of the outstanding ability of our students.
- Staff are also encouraged to send 'Friday praise e-mails', to the parents and carers of students who have excelled in relation to the core values of the School.

5.3 Encouragement to behave well and act as positive role models to each other and the wider community

- In sports and games, where they learn to accept victory and defeat with sportsmanship and good grace
- In community service, where they learn to appreciate their own good fortune and the importance of giving willing support to others in the community
- In seeking to become Prefects, Form Officers, Head of House or School Officers within the school: successful candidates will be expected to set high standards of behaviour for others to follow.

6. Training

The Governing Body will ensure that training on all aspects of behaviour management is provided to staff, in order to support the implementation of the policy.

7. Support from other Agencies

The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilizing the range of external support available. Students needing support from external agencies are identified by pastoral staff. However, if necessary a student may move immediately to any stage to access support.

8. Behaviour Sanctions

Our sanctions are designed to encourage good behaviour and commitment to the core values of the School. They are also aimed to promote a safe, focused and supportive learning environment, where all students can thrive academically and socially. Sanctions for misbehaviour will be applied consistently as possible and reflect the nature and relative seriousness of the offence.

The Table below provides an overview of 'likely sanctions' according to the level of misbehaviour.

LEVEL	Behaviour	Sanctions	Recording/reporting
1	<u>Behaviour</u> equipment/uniform/appearance/	<ul style="list-style-type: none"> • Verbal Warning • These behaviours do not carry a behavioural point on SIMS. 	<ul style="list-style-type: none"> • Recorded on SIMS • Supportive conversation with the student.
2	<u>Disrupting the learning of others. Could include but not limited to</u> <ul style="list-style-type: none"> • Not observing the instructions of the 'do now task' Kicking the chair of a student. • Shouting out unrelated to academic content. • Drawing on other students work. • Talking after initial warning. • Out of seat without permission. • Not observing the seating plan deliberately. • Reading material/academic material or playing Games unrelated to learning task • Food in the Classroom • Not lining up/entering lessons in a sensible manner 	<p>These Level 2 Behaviours are recorded on SIMS. These type of behaviours carry 1 behavioural point on SIMS</p> <p>They do not carry the immediate sanction of a detention.</p> <p>This data is analysed on weekly basis at HoY Meetings and cumulative sanctions to be applied as appropriate.</p>	<ul style="list-style-type: none"> • Recorded on SIMS. • Verbal reprimand and student informed that the behaviour point has been posted on SIMS.
3	<u>Behaviour Significant disruption to learning or anti-social behaviour. Could include but not limited to;</u> Significant or repeated L1. & L2, disruption to learning or anti-social behaviour which fails to respect the learning and social environment of others both in School or travelling to and from School <ul style="list-style-type: none"> • Preventing others from learning after 2 warnings, • Rudeness to another person within our School Community. • Swearing • Uncooperative behaviour, refusing to follow Teacher instructions. 	<p>These Level 3 Behaviours are sanctioned with a one hour detention In OBS and carry 2 behavioural point on SIMS</p> <p>During this one hour detention –a 'Restorative Task' will be completed.</p> <p>If a student fails to modify their behaviour after the issuing of a one-hour Detention, the 'On Call System', should be enacted.</p> <p>When a student is removed via the 'On Call System', they will spend the remainder of the</p>	<ul style="list-style-type: none"> • Recorded on SIMS • Parents informed via School Comms (24 hour notice period must be observed) • If a student is removed from a lesson, the subject teacher will automatically place them in a one-hour next day detention. SLT will log the incident and refer to relevant HoY who will contact parents and consider additional sanctions where appropriate.

	<ul style="list-style-type: none"> Leaving a classroom without the permission of a teacher Anti-Social behaviour on Public Transport. 	Period with the 'Duty On Call SLT'	
3 (a)	<ul style="list-style-type: none"> Unauthorised use of mobile phone 	<p>Unauthorised use of a mobile Phone results in a 20 minute 'Same Day Detention'.</p> <p>If a student has more than one instance of 'unauthorised use of a mobile phone', in any given Term, they will be required to 'hand in' their phone at MSO each day before the start of School.</p>	<ul style="list-style-type: none"> All confiscated phones should be labelled and handed to MSO. Students 'sign' for the return of their mobile phone in OBS Sixth Formers who have a P5 Study Period will be required to wait until the end of the day before collecting their device from OBS
4	<p><u>Behaviour Intervention</u></p> <p>Ongoing poor conduct after L1 or L2 or L3 sanctions have been issued</p>	These sanctions are applied when a student accumulates BP's over the course of a Term	(Please see table 2 which outlines the different levels of intervention for repeated behaviour)
5	<p><u>Level 5 Behaviour Could include but not limited to:</u></p> <ul style="list-style-type: none"> Violence, assault or intimidating behaviour Persistent bullying Vandalism to School property Racist, homophobic, biphobic, sexist, transphobic, SEN, disability bullying or abuse Inappropriate use of technology that causes hurt or offence. Irresponsible conduct which results in damage to property or injury to others Stealing. Vaping at School or travelling to and from School Inappropriate online behaviour including bullying or abuse, the use of 	<ul style="list-style-type: none"> Likely fixed-term internal or external suspension. HoY and SLT involvement. Restorative Task where appropriate A re-integration strategy should accompany any 'fixed term suspension'. This should offer the pupil(s) a fresh start and helps them re-engage with their learning This strategy should be communicated clearly at the re-integration meeting 	<ul style="list-style-type: none"> As a School, we need to take the pupil's view of events into account BEFORE deciding whether to suspend. Pupils need to be given the opportunity to express their views – with the support of advocates (such as a parent or social worker) if needed. Pupils should be informed of how their views were taken into consideration in reaching a decision.

	inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment should be addressed in accordance with the same principles as offline behaviour.		
6	<u>Serious and Significant Behavioural Breach</u> <ul style="list-style-type: none"> • Possession of a weapon • Possession, use or supplying an illegal drug • Serious actual or threatened violence • Sexual abuse or assault. 	<ul style="list-style-type: none"> • Permanent Exclusion • All decisions made after consultation with the BCC Exclusions Team. • For further information, please read the school's Exclusion Policy. 	<ul style="list-style-type: none"> • As a School, we need to take the pupil's view of events into account BEFORE deciding whether to suspend. Pupils need to be given the opportunity to express their views – with the support of advocates (such as a parent or social worker) if needed. • Pupils should be informed of how their views were taken into consideration in reaching a decision.

Other sanctions can include the loss of privileges, community service and withdrawal of access rights to the computer network

Please note; School rules apply whenever students are 'within the jurisdiction of the School'. This applies to the School day, including breaks and lunchtime and also School trips, sports fixture and other events. In addition, when students travel on their way to and from School they are 'within the jurisdiction of the School'.

If the pupil has an Education, Health and Care plan, early contact with the local authority about behavioural issues would be appropriate and an emergency review of the plan might be needed.

The table below outlines sanctions that are put in place to address repeated behaviour. Please note: points are re-set to zero at the start of each Term.

Some pupils will need more support than others and this should be provided as proactively as possible.

Number of behaviour points	Sanctions
5 points	<ul style="list-style-type: none"> • Head of Year Detention. (Tuesday from 3.15pm to 4.15pm) This Detention takes priority over any Co-Curricular activities. • This will be run on a weekly basis, when a student reaches the threshold for the Term. • This will allow for restorative conversations with the HoY. The HoY contacts home at this stage.

	<ul style="list-style-type: none"> • Exploration of the root causes of poor behaviour
10 points	<ul style="list-style-type: none"> • Head of Year Intervention. • Students sits in separate HoY detention. • Meeting with parents and HoY • Behavioural Review issued for a minimum of 3 weeks
20 points	<ul style="list-style-type: none"> • SLT Intervention • Meeting with Parents/carers and Deputy Head (Pastoral) • Exploration of the root causes of poor behaviour. • Exploration of additional help/support with students' behaviour. For example mentoring or coaching. • Engagement with local partners to address specific challenges such as poor anger management. • Behaviour Contract/System of targets agreed with parents/carers, with a warning regarding the next level of sanctions
30 points	<p>At this stage a range of approaches will be considered in accordance with the exclusions policy</p> <ul style="list-style-type: none"> • Internal Isolation Working in School • Withdraw from normal lessons for one day • Meeting with parents • Possible withdrawal of privileges such as involvement in Sports Teams, School Trips or Home Study for Sixth Formers • 1 day suspension • Reintegration Meeting with Headteacher • Half Termly Review of Behavioural Conduct for the next Academic Year • Managed move to an alternative provider

Please note that that initial intervention to address underlying factors leading to misbehaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have.

9. Homework Sanctions at BVGS

Completing homework tasks enables our students to consolidate learning and obtain a deeper understanding of their subjects.

As well as maximising academic outcomes, it also helps students develop positive study skills and habits that will serve them well throughout life. Homework also encourages students to use their time wisely and teaches them to work independently.

If a student does not submit a Homework on the allocated 'due date', this should be recorded on SIMS as a 'Late Homework'. If a student fails to submit this Homework at a subsequent time and place as stipulated by the member of Staff, this should be entered as a 'Missed Homework' and that student will be entered into a next day 'Old Big School' Detention. Please note that Year 7 students will not be placed in any detentions for H/W during their first Term of study at BVGS. However, 'Late' and 'Missed Homeworks' should be recorded on SIMS.

All Homework data will be analysed at the bi-weekly Key Stage Meetings. Interventions will be made in accordance with the following criteria:

3 separate Late Homeworks	<ul style="list-style-type: none"> Letter sent to parents to express a concern regarding the completion/submission of H/W
5 separate Late Homeworks	<ul style="list-style-type: none"> Student to have a meeting with the Key Stage Learning Mentor to agree strategies linked to personal organisation.
8 separate Late Homework	<ul style="list-style-type: none"> A student who has 8 separate 'Late Homework' marks over the duration of a Term, will be considered as not managing their independent workload and will be referred for attendance to 'Homework Club', which operates on a Monday, Tuesday, Wednesday and Friday.

Homework should be recorded in 'Student Planners'. Teaching Staff should also use the 'assignment function' on Teams to record all homework. This should include clear and concise instructions for the completion of H/W, links to study materials and the 'due date'.

There is no expectation for students to submit work electronically unless they are issued with specific instructions to do so.

Homework should be checked at the start of the lesson, which coincides with the 'due date' as stipulated on Teams/In Planners.

Please set H/W in accordance with the relevant Homework timetables, which can be located at:

W Drive
School Info
Homework Timetables
2022-23 folder

10. Punctuality

Whilst we acknowledge that there are often good reasons for students being late to School, this system is intended to challenge, sanction and modify the behaviours of students who are habitually late to School and/or to the start of lessons

<u>Phase 1</u> <u>Punctuality</u> <u>Concern</u>	<p>Phase 1 –</p> <ul style="list-style-type: none"> If a student is late for the third time in a Half Term, that student will be issued with a 'same day' detention of 20 minutes. This detention will be completed from 3.15pm to 3.35pm in the stipulated 'Detention Room'. All subsequent recorded 'late marks' for the remainder of that Half Term, will also be sanctioned with a 'same day' 20 minute detention. When a student reaches the threshold of three 'late marks' for the Half Term, they will be invited to attend a meeting with the Whole School Attendance Officer, where targets and strategies for improving punctuality will be agreed.
<u>Phase 2</u> <u>Punctuality</u> <u>Concern</u>	<p>Phase 2 –</p> <ul style="list-style-type: none"> If a student continues to be late after targets have been set for expected punctuality, the student and their parents/carers will be asked to meet with the relevant Head of Year and/or Assistant or Deputy Head in charge <u>of KS3/KS4/KS5</u> Parents/carers can approach the school at any time if they are having problems getting their son or daughter to school on time

**Phase 3
Punctuality**

Phase 3 –

- Parents/Carers may be referred to BCC if punctuality does not improve over a period agreed at Phase 2.

11. Supporting pupils following a sanction

Following a sanction, strategies should be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school. These might include:

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate;
- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school;
- inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy head pastoral.

If a student is suspended from school for a fixed period, their return to school should be accompanied with a 'reintegration strategy', which should be agreed by the Deputy Head Pastoral, student and parents/carers. The measures agreed in this reintegration strategy should be shared with all relevant stakeholders included academic and pastoral staff.

12. Detentions at BVGS

As outlined in the Sanctions Section of this policy, detentions are used as a sanction types of behaviours. At the end of the detention, where appropriate the pupil should receive further guidance about what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve.

Detentions at BVGS can take place on any school day where the pupil does not have permission to be absent. The School also has the authority to issue same day detentions, in accordance with our published sanctions.

Heads of Year and Heads of Key Stage should consider the following criteria if a student/parent or carer asks to be excused from a detention:

whether the detention is likely to put the pupil at increased risk;

- whether the pupil has known caring responsibilities;
- whether the detention timing conflicts with a medical appointment;
- whether suitable travel arrangements can reasonably be made by the parent for the pupil.

13. Searching and Confiscation

School Staff can search a pupil for any item if the pupil agrees. If a member of the SLT has reasonable grounds for suspecting a pupil is in possession of a “prohibited item”, they may carry out a search without the permission of a student. Any search should be conducted in the presence of another member of the SLT/Pastoral Staff

List of Prohibited Items:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco
- Fireworks
- Pornographic images
- Any item that the searcher reasonably suspects has been or is likely to be used to commit an offence, cause personal injury or damage to property.

14. Preventing Child-on-Child Abuse

To prevent child on child abuse

- the school adheres to the latest statutory guidance in Keeping Children Safe in Education
- school promotes the values of equality and inclusion
- staff are trained in issues related to child-on-child abuse
- the school will not tolerate discriminatory behaviour or language
- lessons in PSHE cover healthy relationships throughout the key stages.
- outside organisations come into the school to deliver workshops on issues connected to relationships including the School of Sex Education and Loudmouth

Please see our Appendix below entitled ‘Parent and Student Guide to Child-on-Child Abuse and what happens if it is reported in school.’

15. Exclusions

- Any suspensions or exclusion imposed by the Head Teacher will be actioned in line with the School’s Exclusion Policy.
- Where, in the rare case, it is necessary to impose a suspension, this will happen because of a breach of the behaviour policy and where other sanctions have either been used previously and have not been effective in modifying a student’s behaviour or where a student’s behaviour is sufficiently serious to warrant a suspension as opposed to a lesser sanction. (See Exclusions Policy).
- In very rare and extreme cases, permanent exclusion may be considered as generally the final, formal step in the concerted process for dealing with disciplinary offences, following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted, and is used as a last resort. See Exclusions Policy for further examples of when a permanent exclusion may be served.

APPENDIX 1 containing Home School Behaviour Agreement

On admission to the school (and in subsequent years while their child is at the school) all parents and students sign the school's Home-School agreement and agree to support the school in this regard. At the heart of our behaviour policy is a commitment inside and outside of the classroom to the three Cs: co-operation, consideration, and courtesy.

Behavioural expectations of students

As a student of Bishop Vesey's Grammar School, I agree:

- to be courteous, considerate and co-operative
- to attend school and all lessons regularly and on time
- to bring all the equipment I need every day
- to respect people and other people's property
- to wear the correct school uniform and be tidy in appearance
- to keep the school free from litter and graffiti
- to do all my classwork and homework as well as I can, and hand it in on time
- to take responsibility for my own learning and avoid disrupting the learning of others
- to acknowledge and accept the school's drugs policy
- to acknowledge and accept the school's behaviour policy including the appendix on discriminatory or prejudice based behaviours and plagiarism.
- to not use my mobile phone in School unless with the permission or under the guidance of a member of staff e.g. showing catering staff a Fusion app voucher to collect food at break or lunchtime

As parent/carer, I/we:

- agree to see that my/our son/daughter goes to school regularly, on time, properly dressed and equipped
- agree to make the school aware of any concerns or problems that might affect my/our son's/daughter's work or behaviour
- agree to get to know about my/our son's/daughter's life at school, e.g. by looking at his planner
- agree to attend Parents' Evenings and discussions about my/our son's/daughter's progress
- agree to support the school in maintaining high standards of behaviour
- agree to support my/our son/daughter in homework and other opportunities for home-learning
- acknowledge and accept the school's drugs policy
- agree to support the school's equality policy.
- agree to support the school's behaviour policy including the appendix concerning discrimination or prejudice based behaviours and plagiarism.
- give consent for my/our son to be included in all normal activities carried out at the school, including attendance at assembly
- give consent for my/our e-mail address: to be used by the school and to be shared with The Governors' Foundation Charity

APPENDIX 2 concerning discriminatory or prejudice-based behaviours

To be read in conjunction with the following:

- Anti-Bullying Policy
- Safeguarding and Child Protection Policy and KCSIE 2022
- Equality and Diversity Policy
- School Network and Internet Acceptable Use Policy – student agreement;
- E-safety Policy;

Rationale:

All members of the school community have a right not to experience discrimination of any kind at school, whether or not this is directed at them. Bishop Vesey's Grammar School values all children and seeks to ensure they learn that challenging hurtful behaviour and discrimination is an important part of the school ethos. Discrimination is evident in wider society and, therefore, inevitably will occasionally occur within schools.

Acts of discrimination can occur in any school setting, including this one. At Bishop Vesey's we work actively:

- to develop a climate which is intolerant to all types of discrimination and
- to create an atmosphere in which all pupils feel valued and listened to and have confidence that their concerns will be addressed.

Bishop Vesey's aims to promote equality and actively tackle discrimination within all areas of school life by:

- all pupils having an equal and strong sense of belonging within the school community;
- challenging discrimination, discriminatory behaviour, language or harassment, prejudice and stereotyping, however thoughtless or unintentional;
- providing an environment which respects and values diversity and shows consideration for the traditions; cultures and religious practices of people from different racial groups and different geographical regions;
- preventing direct and indirect, overt and covert discrimination on grounds of race, religion or belief, geographical origin, gender identity, sex, disability and sexual orientation;
- identifying possible barriers to equality of opportunity for students and staff and to ensure these barriers are addressed where possible.

Definition of Discrimination:

- It is against the law to discriminate against anyone because of:
- Age
- Gender reassignment
- Being married or in civil partnership
- Being pregnant or on maternity leave
- Disability
- Race, including colour, nationality, ethnic or national origin
- Religion or belief
- Sex

- Sexual Orientation

These are protected characteristics under the Equality Act 2010.

Discrimination is defined as “treating a person or a particular group of people differently, especially in a worse way from the way you treat other people, because of their skin, colour, sex, sexuality”

Definition of Specific Types of Discrimination:

Racism:

Schools are required to use the following definition for recording and responding to prejudice-related incidents: “Any incident which is perceived to be prejudice-related by the victim or any other person”.

The Home Office Code of Practice explains:

“The purpose of the definition ... is to ensure that investigations take full account of the possibility of a racist dimension to the incident and that statistics of such incidents are collected on a uniform basis”.

Racism is a form of bullying. It can be both institutional and personal, overt or subtle, intentional or unintentional.

Institutional racism:

The Stephen Lawrence Inquiry Report defined this as: ‘The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people.’ When a child is subject to racist bullying or harassment, their behaviour and attainment are likely to be affected; if the behaviour is treated in isolation without taking into consideration the issues and effects of racism, this can be described as institutional racism. The racist element must be explicitly recognised and dealt with. This type of racism is also covert and indirect and therefore can be difficult to identify and address. It is often evident in the assumptions, beliefs and values that affect people’s instinctive responses. It can be demonstrated subconsciously in subtle ways and Bishop Vesey’s recognises the need consciously to challenge such attitudes.

Personal racism:

This is often direct and identifiable and can be manifested through harassment and offensive behaviour. The following ways are examples of this, but this is not an exhaustive list:

- threatened or actual physical assault against a person or group due to their colour, ethnicity, geographical origin or culture;
- derogatory name calling, insults, ridiculing and racist jokes-verbal and online;
- racist graffiti;
- provocative behaviour such as wearing racist badges or insignia;
- incitement of others to behave in a racist way;
- distributing racist literature;
- expressions of prejudice calculated to offend or to influence the behaviour of others;
- intimidation;
- isolation and spreading of rumours.

Sexism and Sexual Harassment/bullying:

This is discrimination based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender.

These attitudes are commonly based around the assumption that women are subordinate to men, or are inferior and may sometimes be characterised by inappropriate sexual behaviours which, in extreme cases, can constitute sexual abuse.

Whilst girls are more commonly at risk from sexism and sexual bullying, boys also report being victims of sexism and sexual bullying. The root cause of these forms of discrimination is gender inequality.

Sexual harassment/bullying has a specific sexual dimension which can be physical, verbal or psychological.

Physical

- using or threatening physical or sexual violence or strength to coerce
- taking or destroying the property of a pupil
- forcing the removal of clothing
- forcing someone to do something sexual that they don't want to do
- inappropriate touching which makes a pupil uncomfortable
- gestures towards others that have a sexual meaning

Verbal

- Ridiculing another pupil for their behaviour, clothing or appearance
- Seeking to humiliate someone by using humiliating, offensive sexist or sexual language
- Making threats or jokes about serious and frightening subjects like rape
- Spreading rumours of a sexual nature, using sexually abusive or derogatory terms or sexualised name calling
- Commenting on body shape or attractiveness
- Unwanted comments that reinforce stereotypes
- Restricting access to opportunities

Psychological/non-verbal:

- the display or circulation of pornographic images, or exposure to images of a sexual nature
- badges displaying innuendo or offensive language
- exclusion from groups or activities
- graffiti

Homophobia, biphobia and transphobia:

Heteronormativity is the belief that heterosexuality, predicated on the gender binary, is the norm or default sexual orientation. It assumes that sexual and marital relations are most fitting between people of opposite sex.

Homophobia, biphobia and transphobia is when people behave or speak in a way which makes someone feel bullied because of their actual or perceived sexuality. People may be a target of this type of discrimination because of their appearance, behaviour, physical traits or because they have friends or family who are lesbian, gay, bisexual, transgender, or questioning or possibly just because they are seen as being different.

Homophobia encompasses a range of negative attitudes, feelings or actions toward homosexual people, homosexuality in general or people who are identified or perceived as being lesbian, gay, bisexual or transgender (LGBT+). Homophobia can include fear, aversion, hatred, violence, anger, or discomfort felt or expressed towards people who do not conform to heteronormativity.

Biphobia encompasses a range of negative attitudes, feelings or actions toward bisexuality and toward bisexual people as a social group or as individuals. It can take the form of denial that bisexuality is a genuine sexual orientation and can involve promoting negative stereotypes about people who are bisexual (such as the belief that they are promiscuous or dishonest).

Transphobia encompasses a range of negative attitudes, feelings or actions toward transgender people, non-binary people or, those perceived as non-binary or transgender and those who may be questioning their gender identity. Transphobia can include fear, aversion, hatred, violence, anger, or discomfort felt or expressed towards people who do not conform to social gender expectations.

The following ways are examples of discriminatory behaviour towards members of the LGBT community, but this is not an exhaustive list:

- threatened or actual physical and/or sexual assault against a person or group due to appearance and perceived sexuality
- derogatory name calling, insults, ridiculing and offensive jokes-verbal and online;
- expressions of prejudice calculated to offend or to influence the behaviour of others;
- intimidation;
- isolation and spreading of rumours.
- homophobic language such as “That’s so gay”
- using gender terms/stereotypes to cause offence and/or humiliate such as “Stop being such a girl”.
- outing someone to their family and friends

Action by the School when Discrimination is Suspected or Reported

Alleged incidents of discrimination should be investigated in line with the Behaviour Policy. We have a specific document entitled a ‘Record of Prejudice Related Incidents and Action Taken’ which should only be completed by the Head of Year or Head or Head of Key Stage. This form should be completed when a ‘prejudice related incident’ has been reported verbally or via SIMS . If an incidence of discrimination is proven, the Designated Safeguarding Lead will need to be informed and the incident logged on MyConcern and Sims.

In recording incidents under this definition, it is not the intention to label individuals as discriminatory. Records of incidents are held centrally in the school and not on individual children’s or adults’ records. All completed documentation is stored securely in a designated folder, which has restricted access. This document also facilitates a review so that both the victim(s) and pupil(s) responsible for the incident are guaranteed an additional meeting in light of the incident to ensure that the matter is resolved and that appropriate reflection and learning has taken place.

By recording all incidents, the school is able to:

- demonstrate that they have dealt satisfactorily with incidents;
- monitor trends and patterns of behaviour if they exist;
- take preventative action against prejudice and discrimination which may come into the school from society in general and
- provide good educational responses to any behaviour that is of concern.

It should be noted that under the prescribed definition acts of discrimination can occur without a victim or target being present, for example telling a discriminatory joke or making derogatory remarks. Such incidents will also be recorded and resolved. Some incidents involve allegations that the school itself has failed to provide equal and fair opportunities or treatment to individuals or groups. Where such an allegation is made this too will be recorded and investigated as a act of discrimination

Possible disciplinary action by the school

- Parents will be contacted
- An official warning, a period of reflection and a proper apology made;
- Isolation from lessons for a period of time in order to undergo a period of reflection based upon anti-prejudice work.
- Work with a learning mentor to engage the student to reflect on the wrongness of their words/actions
- Involvement with an outside agency
- Exclusion from certain areas of school premises and life (such as co-curricular activities);
- In serious cases or where there is repeated discrimination, exclusion (temporary) from the school for a fixed term;
- Continued discriminatory behaviour will be incompatible with staying at the school and permanent exclusion may be used in such cases.

It is important that the victim of an act of discrimination is informed outcome of any disciplinary measures taken and feels supported in reporting future incidents. It is also important to remember that anyone who has been a victim of an act of discrimination has the legal right to report it as a crime to the police.

Roles and Responsibilities

Accountability and Responsibility

- The Board of Governors, with the assistance of the Head Teacher and senior members of staff, is responsible for ensuring the school meets its commitments, overseeing the application of the policy across the school and monitoring the effectiveness of the policy. In addition, they will provide any necessary help to staff to keep up to date with any changes in relevant legislation.
- On a termly basis the Head Teacher will report the number of incidents to the Full Governing Body through the Head Teachers' Report. Individuals will not be identified in this process.
- The Head Teacher will ensure that all staff are aware of their responsibilities and are given the support to exercise this responsibility.
- All acts of discrimination that are reported will need to be investigated and recorded.
- All staff are required to promote equality.
- Staff are expected to NOT discriminate on any grounds and are expected to attend training or to read information provided by the Head Teacher about any changes to relevant legislation.
- Staff are expected always to immediately challenge discriminatory attitudes and behaviour.
- Staff are also expected to be aware of the need to report suspicions of discrimination to the appropriate senior staff.
- Staff will ensure a detailed account is recorded in MyConcern
- Staff will provide support to any pupil who has experienced offence from another person.
- All parents, visitors, contractors and any other persons are expected to comply with this policy
- Where appropriate the School will be prepared to contact the police if a crime has been committed.

Expectations of pupils

All pupils, as appropriate to their age and understanding, have a responsibility for promoting a harmonious school community and challenging and/or reporting racist and other hurtful behaviours. (It is understood however that it may be difficult for pupils who are the targets of discrimination to report it.)

Expectations of parents

We always take parents' concerns seriously. However, the school can only respond to incidents that are drawn to their attention. Parents are expected to ensure that their children display appropriate and acceptable behaviour in and out of school with their school fellows. When problems arise in school we will seek the support of all parents in ensuring their children understand where and why offence has been caused and what, if any, change might be necessary to adhere to the school's equality policies.

Performance indicators for preventing and dealing with discriminatory incidents

In reviewing the effectiveness of this policy staff and Governors will consider:

- the feelings of victims (and their parents) on the satisfaction of the support received and the resolution of incident;
- the continued good progress and high self-esteem of those who have been offended;
- the continued good progress and high self-esteem of those who have caused offence;
- whether the action taken successfully prevented repeat incidents;
- the willingness of pupils (and parents) to draw their concerns to the attention of staff;
- the consistency of response and confidence of all staff in following school policy;
- whether good relations are being maintained in the school community and
- underlying causes for any rise in numbers of incidents, whether these were preventable and if further action or change in policy and practice is now necessary.

Where review indicates that change is needed, policy and practice will be amended.

Statutory reporting procedures for concerns relating to the school's PREVENT duties will be followed.

Further Information

Further information on identifying and tackling discrimination can be found at these Government websites.

- The Equality Act 2010: www.legislation.gov.uk/ukpga/2010/15/contents
- Educate Against Hate www.educateagainsthate

Other organisations that provide education and information are:

- Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism; <http://www.srtrc.org/educational>
- Anne Frank Trust: Runs a school's project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.
- Stonewall: www.stonewall
- Educate and Celebrate: www.educateandcelebrate
- Mermaids: www.mermaidsuk.org.uk
- Womankind: www.womankind.ork.uk

APPENDIX 3

A Parent and Student Guide to Child-on-Child Abuse and what happens if it is reported in school.

This guide has been informed by the most recent government policies Keeping Children Safe in Education and Working Together to Safeguard Children. It has also been written with UNICEF'S Rights of the Child in mind. It should also be read alongside the school's Safeguarding, E-safety, Behaviour and Anti-bullying policies.

Important Definitions:

Child on Child Abuse is the abuse of one student by one or more other students inside or outside school, in the real or online world.

Sexual Violence: Rape, assault by penetration, sexual assault

Sexual Harassment: Unwanted conduct of a sexual nature, including sexual remarks, sexual taunts, physical behaviour or online sexual harassment.

Harmful Sexual Behaviour: developmentally inappropriate sexual behaviour, which may be harmful or abusive including viewing pornography.

Upskirting: which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or to cause the victim humiliation, distress or alarm

Sexting (also known as 'youth-produced sexual imagery'): the sending of nude, semi- nude photos of yourself to someone else via phone, messaging or social media sites.

When A Report is made:

Both the victim or a third party may disclose child on child abuse. The abuse can have happened onsite, offsite or online.

Victims will be reassured. They will be taken seriously, listened to and kept safe. The school cannot promise confidentiality but only people who need to know will be informed. Two members of staff will listen to victim; one will be the Assistant Head i/c Safeguarding or a Deputy Safeguarding Lead. The disclosure will be recorded as it is reported in the victim's own words.

The victim will be informed about referral to other agencies - if the victim does not give consent to share, staff may still lawfully share in order to protect a child from harm and to promote the welfare of children. The parents of the victim will be informed, unless this would put victim at greater risk.

Anonymity: Note that in cases of sexual violence there is legal protection of the victim's identity. This also includes sharing on social media and discussion amongst pupils in the school.

Next Steps:

For all incidents where a child has been harmed, is at risk of harm or is in immediate danger, social services will be informed.

For all incidents of rape, assault by penetration or sexual assault, the police will be informed and the school will discuss the next steps with them. Where both victim and alleged perpetrator attend the school, the

alleged perpetrator will be removed from any classes with the victim. Shared spaces and journey to/from school will also be considered. This is in order to safeguard both the victim and alleged perpetrator and is not a comment on the alleged perpetrator's guilt.

For non-criminal cases, the school will continue to support and safeguard both the victim and alleged perpetrator.

Disciplinary measures and sanctions in accordance with relevant policies, including the Behaviour Policy, will be applied in relation to the perpetrator.

APPENDIX 4

Plagiarism

Definition of Plagiarism

"Plagiarism is defined as attempting to pass off someone else's work (including artificial intelligence) as your own". Correctly crediting the original author or source of information can help avoid plagiarism. New technologies can create additional opportunities for plagiarism, whether intended or not, and students should be aware that direct copying from external sources is considered unacceptable. Examples of AI misuse include, but are not limited to, the following:

- Copying or paraphrasing sections of AI-generated content so that the work is no longer the student's own
- Copying or paraphrasing whole responses of AI-generated content
- Using AI to complete parts of the assessment so that the work does not reflect the student's own work, analysis, evaluation or calculations
- Failing to acknowledge use of AI tools when they have been used as a source of information
- Incomplete or poor acknowledgement of AI tools
- Submitting work with intentionally incomplete or misleading references or bibliographies.

(<https://www.jcq.org.uk/exams-office/malpractice/artificial-intelligence/>)

When being set work to complete students will use a variety of sources to help them answer questions; this is seen as an important part of the learning process. However, it is expected that students will use these sources to develop their knowledge which they then express in their own words. Copying sentences or paragraphs from other sources is simply not acceptable. Equally unacceptable is copying directly from mark schemes or from other students' work.

Key points for students to remember:

- Only submit work that is your own.
- Never lend your work to anyone. You can get in trouble if they copy you, even if you didn't know they had or intended to.
- Make sure you know how to reference other people's work. If you want to quote someone or use someone else's words, make sure you show or reference where the quote has come from, otherwise it could be seen as plagiarism. Check with your teachers which referencing or citation style you should use. The key is to be consistent. Where AI tools have been used as a source of information, student's acknowledgement must show the name of the AI source used and should show the date the content was generated. For example: ChatGPT 3.5 (<https://openai.com/blog/chatgpt/>), 25/01/2023.
- Speak to your teachers if you're worried about any of these points.

How Bishop Vesey's Grammar School deals with plagiarism:

- If a member of staff deems that a student has plagiarised within their work (e.g. homework, coursework or UCAS application), the student will be given sufficient time to demonstrate that the work they have produced is their own. It is important for students to be able to demonstrate to subject teachers that the coursework they produce is their own. At GCSE and A-level, in order to meet the criteria of the examination board, it is expected that teachers will be able to see how students have progressed throughout their coursework project.
 - For example the student may be asked to discuss the topics covered in the assessment in order to authenticate their work. For example, students may be asked to explain the methodology behind their answers or respond to alternative questions on the topic. All efforts will be made to help the students feel at ease during these interviews with the knowledge that some find it easier than others to articulate their responses. If it is found, however, that the work is not authentic then the case will be treated as plagiarism.
- If, after further investigation, it is clear that the student has plagiarised they will be given the opportunity to redraft the work in their own words and/or images and to properly acknowledge and credit, through direct quotes or otherwise, the original authors and/or sources. The work may then be re-submitted.
- This offence is initially defined as a 'minor breach'; the student will be issued a first warning, which will also be communicated to their parents.
- The parents will be sent an email to summarise the meeting and they will be sent a copy of this policy.
- If the student continues to plagiarise despite a first warning, a disciplinary meeting will be held (please refer to our Behaviour and Exclusions Policy). The student will be likely to face disciplinary action. This usually involves suspension.
- As a school we must report all cases of irregularity or misconduct to JCQ, including what might even be minor misunderstandings. If a student is found guilty of breaching any of the malpractice rules you could find yourself facing a penalty.

The JCQ guidance on referencing can be found in the following:

Plagiarism in Assessments <https://www.jcq.org.uk/exams-office/malpractice/plagiarism-in-assessments---guidance-for-teachersassessors/>

<https://www.jcq.org.uk/exams-office/malpractice/artificial-intelligence/>)