

Bullers Wood School for Boys

Behaviour Policy



Effective from September 2018 - To be reviewed by July 2019

Ethos and Values

Bullers Wood School for Boys is a school where every boy is able to enjoy and achieve success.

The School exists to provide all boys with high quality learning experiences delivered by teachers who are passionate and able to convey their knowledge effectively and enthusiastically within a stimulating, safe and supportive environment.

Our ultimate aim is to produce well-rounded, confident and successful individuals who enjoy learning, make ambitious progress and achieve high quality and meaningful qualifications. We want them to become emotionally resilient and responsible citizens who make a positive contribution to society, including both their local community and the wider world in which they live.

Introduction

In order to achieve the above, we aim to create a disciplined and well-ordered community in which all boys, irrespective of ethnic or religious background, appearance, sexuality or ability, can learn and feel safe, and where every member of our community is valued and respected.

This policy takes account of the DfE guidance 'Behaviour and Discipline in Schools, February 2014. "Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between boys, and between staff and boys. Good behaviour is a necessary condition for effective teaching to take place."

It is the expectation of every member of staff that the behaviour of boys within our school community 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 our shared core values of mutual respect and readiness 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 will be applied **consistently** to all boys in school and beyond the school site, particularly where our boys are ambassadors of our school and where their behaviour falls short of our values.

Teachers have a statutory power to discipline boys for misbehaving outside of the school premises. Therefore, the School may discipline a boy when:

- Taking part in any school-organised or school related activity
- Travelling to and from school
- Wearing the School Uniform
- In some other way identifiable as a boy at the School

Our aim is to develop each boy's sense of self-worth, his respect for self and others and to make it evident that **bullying of any kind is unacceptable** (*Anti-Bullying Policy 2018*).

Expectations and Core Behaviour Values

Our expectations of boys' behaviour is as follows:

- Show honesty and maturity by taking on personal responsibility for my actions
- Demonstrate self-discipline and self-control
- Show respect for myself, for other boys, adults, school values and the environment.
- Follow the dress code.
- Be a good role model in the community.
- Arrive at school and lessons on time.

- Bring the correct equipment, books and homework to support my learning.
- Ensure that my mobile device is '**off and away**' when in school.

All discussions with boys regarding unacceptable behaviour should reference and reaffirm the above values.

These expectations are reinforced in the following ways:

- Regular reinforcements in assemblies and lessons.
- Consistent use of agreed and published expectations
- A clear rewards, sanctions and referral system with clear lines of responsibility
- Regular provision for staff, boys, parents and governors in the professional development of behaviour for learning
- Staff modelling
- Clear information and advice given to boys, parents and staff when joining the School and throughout the induction processes.

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 boys' behaviour.

We encourage parents to support good behaviour through the Home School Agreement (Appendix1), 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 boys.
- 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 boy's version of events with the school's view in order to bring about a peaceful resolution to an issue.
- Correct their own son'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

Pastoral Form tutors

Form tutors are responsible for providing pastoral care and are the first and most important contact at Bullers Wood School for Boys. They take an active role in the boys' welfare by supporting and motivating boys to become healthy, happy, resilient and successful by being there to recognise and celebrate achievements, challenge and sanction unacceptable behaviour and to encourage boys to take the fullest part in the school community.

Form Tutor expectations

- 1) **Meet and greet.** Welcome boys at the start of the school day. Boys should leave registration 'ready to learn'. Any uniform issues should be resolved during registration.
- 2) **Attendance.** Enter the form room before registration begins. Boys should stand in silence behind their chairs before being instructed to sit down. Boys will sit in silence on chairs (not desks) whilst the register is taken promptly. Tutors will monitor attendance patterns and if

attendance falls below the school target s/he will make the initial phone call home. Their form tutor should award boys 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 boys 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 boys 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 boys after data collections and reports.
- 8) **Communication.** Be the first point of contact for tutees' and parent concerns. 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) **Personal Development.** Contribute to and deliver the PD programme as instructed by HoY. Promote development of skills (e.g. Organisation, independent learning, resilience, leadership, etc.) Plan assemblies and charity events with their form.
- 10) **Extra-curricular.** Encourage participation in extra-curricular clubs and sports. Encourage and develop boys' leadership roles.

Staff Expectations

All staff have a vital role to play in establishing our shared values as well as building positive relationships with boys. This will define Bullers Wood School for Boys as a centre for excellence. Where there is inconsistency in the application of our expectations, there will be inconsistency in boys' behaviour.

Staff are expected to model the behaviour and manners they expect of boys 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 boys.
- Reference the shared behaviour values and school expectations.
- Meet and greet all boys at the classroom door.
- Complete accurate registers at the start of every lesson using SIMS.
- Use seating plans and differentiate delivery.
- Ensure that all boys receive rewards (every time they have earned them).
- Ensure that all boys 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 boys 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.
- Ensure that 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 boys' appearance and equipment for learning (Appendix 2) and the School Rules (Appendix 3) are published on the school website. Boys 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 boys who go above and beyond and aim to celebrate success at least five times more than we challenge. Praising boys for effort and approach is particularly powerful in helping boys 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 boys' rewards, boys 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
- Boy leaders
- Boy of the week, month, term, subject.
- Awards Events
- Afternoon tea with the HT

Sanctions

When efficiently implemented and managed sanctions should promote an understanding of expected behaviour and connect 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 boy before exiting them from the lesson but this may not always be the most appropriate course of action.

- Look, verbal reprimand, use of boy name
- Standing/sitting near the boy
- Warning (one not three! – as discreetly as possible)
- Moving the boy to another part of the classroom
- Restorative discussion in boy'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

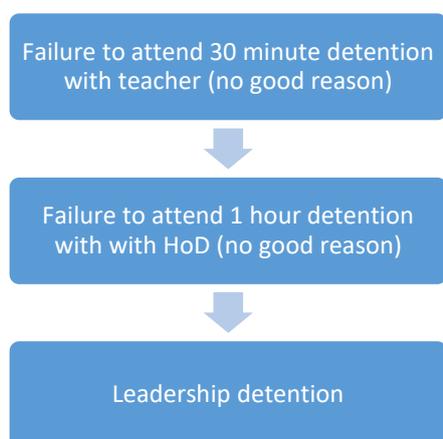
Detentions

Detentions can be before school, during the school day or at the end of the school day. Boys 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 boys. Parents must be informed of detentions via phone call/email home. Staff issuing the detention should consider the boy's personal circumstances (young carer, etc.) or if the boy is at risk by attending the detention and contact the form tutor or HoY if unsure. We **do not** negotiate detentions on specific days based on boy or parental preferences. However, we 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 boy regarding school expectations, and should reference and reaffirm the core school behaviour values.

If a boy 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 4pm on Friday). Only the Leadership Group can place boys 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 4pm).



Recording Rewards and Behaviour

All rewards and incidents of unacceptable behaviour (Appendix 4) are recorded on SIMS and can be viewed by boys and their parents on Class Charts.

Behaviour around School and Site

Our site is unique as we are currently in temporary accommodation. Boys lack the freedom of movement and space that they will enjoy in the permanent building. Therefore, boys need to be mindful of their conduct around the building and within the secure line, keeping away from decommissioned areas of the building.

Whilst in the building, boys should:

- Walk quietly, keeping to the left in corridors and on stairways, ensuring that bags are carried safely
- When required, queue in an orderly way and wait outside classrooms until a teacher tells you to enter
- Be helpful by opening doors and allowing others to pass
- Keep the School clean and tidy; put all litter in the bins provided; keep furniture and walls clean and unmarked; take great care with displays and notices

Any form of behaviour that disrupts learning or intimidates other boys is unacceptable. Running and barging into others is unacceptable. Shouting and unacceptable language (expletives, racist, sexist) is 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 type of behaviour) ↓ AHT year group – Leadership Detention</p>

Exit rooms

A centrally held rota of exit rooms is available on the school VLE for all teaching and cover staff. Boys can be asked to leave the classroom with a member of support staff for a couple of minutes to calm down. If a boy needs to be removed to the exit room for the lesson, a responsible boy 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 boy who is removed from a lesson for unacceptable behaviour or who 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. Staff on duty should arrive promptly, engage with boys (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 boys 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/boy 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 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 boys are placed in Inclusion, parents are informed by HoY/AHT. Boys work in isolation and stay until 1600. The Headteacher, Assistant Headteacher and the Head of Year 7 will refer boys to Inclusion *in Year 1 of the School opening*. The length of the Inclusion referral is dependent on the nature of the incident (Appendix 8) and the context for that individual boy. Whilst in Inclusion, boys have an opportunity to reflect, re-think and discuss their behaviour as well as continuing with their studies. The Head of Year will go through any concerns and comment on progress with the boy at the end of each day. Upon exit from Inclusion, boys are placed on a re-integration report to the Head of Year in order to support and monitor his return to lessons.

When investigating serious incidents, parents should be informed promptly even if this is just to let parents know that an issue is being investigated. When investigating an incident, a boy may need to be isolated so that he can reflect on the incident and provide an independent written account about what has happened. This sometimes means that a boy may be required to sit in the Inclusion area 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 boy can be supervised whilst an investigation is taking place.

Exclusion

Boys 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 Team prior to return to lessons. The purpose of the reintegration meeting is to determine whether or not it is appropriate to readmit the boy into school circulation. Boys returning from a FTE are also placed on report to an appropriate member of staff. This may be the Head of Year or member of the Leadership Group.

Permanent Exclusion may be used as a last resort in response to a serious breach or persistent breaches of the School's Behaviour Policy; and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the School.

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 boy returns to that lesson or leaves Inclusion. An impartial member of staff who can facilitate a discussion about the incident and discuss a way forward, mediates restorative conversations. This is to ensure that when boys 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 boys that participate in trips or visits do not pose a risk to the safety of themselves, other boys and staff by failing to follow instructions or behaving in an inappropriate manner when off site.

Boys 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. Boys with 10+ behaviour points and/or those boys 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 boys 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

Boys need to feel valued, confident and secure to make maximum progress in their learning. Bullers Wood School for Boys is committed to promoting the social, emotional and mental health and well-being of our boys. Persistent disruptive or withdrawn behaviours do not necessarily mean that a boy 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 boy'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
- Headteacher
- Pastoral Support Plan

A PSP is implemented 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 boys 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 individual use of inappropriate websites and social media platforms during the school day.

If boys 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 boys' bags (Appendix 9).

On occasion, Kindles and other E-Readers may be used in lessons (or the Learning Resource Centre) for closely supervised 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 Learning Resource Centre.

Searching boys and confiscation of items

We do not randomly search boys, but boys will be searched if we have reason to believe that they are in possession of something that they should not have and/or poses a risk to the safety and welfare of our boys and staff. Examples of the items that we may search boys 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 boy before searching, and two members of staff must be present when searching a boy (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 boys at school.

We have a zero tolerance approach to weapons and drugs and if a boy is found in possession of either or both of these, it will lead to permanent exclusion. Where a criminal offence has been committed, we will always co-operate with the police.

Use of Reasonable Force and power to search

If a boy 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 boys such as unpaid volunteers or parents accompanying boys 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 boy).
- 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

Appendix 1 – Home School Agreement

BULLERS WOOD SCHOOL FOR BOYS HOME SCHOOL AGREEMENT

PARENT/CARER – I/We will	STUDENT - I will	SCHOOL GOVERNORS AND STAFF - We will
<ul style="list-style-type: none"> • encourage my/our son to work hard • encourage him to participate in extra-curricular activities • encourage him to develop independence and resilience • support him in managing his own journeys to and from school safely • 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 son follows the school's behaviour expectations • inform staff of any concerns or problems which might affect my/our son'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 0800 hrs • avoid, where possible, making routine medical/dental appointments during school time • not take holidays in term time • inform the school in writing if I do not wish for official photographs and film of my son to be used by the 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 son, and particularly work submitted for examination units, is on time, my/our son's own work and includes no form of plagiarism • ensure my/our son does not bring in to school anything which is dangerous, illegal, banned from 	<ul style="list-style-type: none"> • be ready to learn and work hard to the best of my ability • participate in extra-curricular activities • develop my independence and resilience • show respect for myself, other students, staff, visitors and the school environment • follow the school's expectations and values • 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 • 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 the 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 	<ul style="list-style-type: none"> • provide an environment which promotes high quality teaching and learning, independence and resilience • 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 son'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

school or harmful to others (in particular knives, weapons and/or drugs)

- support the school's efforts to safeguard my/our son by monitoring his use of the internet and by remaining vigilant to external influences which could cause him harm
- encourage my/our son to adopt a healthy lifestyle with regard to food, drink, exercise and rest

Signed:
(parent/carer)

Please print:

Signed:
(student)

Please print:

- 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) 1st May
2018

Appendix 2 – Dress Code and Equipment

Bullers Wood School for Boys

School Uniform

Bullers Wood School for Boys has high expectations of its students. Therefore, boys are expected to be of smart and sensible appearance. Wearing correct Bullers Wood School for Boys uniform is intended to develop boys' sense of loyalty to their community, reflect the school's values and encourage them to take pride in their appearance.

Blazer – Signature blazer with Bullers Wood School for Boys logo and trimmings

Pullover – Regulation navy jumper with Bullers Wood School for Boys logo - **Optional** can be worn under blazer. No other jumpers, cardigans, sweatshirts or waistcoats permitted.)

Trousers – Signature boys' contemporary trousers with logo – Trousers should be worn on the waist not the hips.

Plain white school shirt – long or short sleeved tucked in and closed/buttoned/fastened at neck. Any vest/T-shirt worn underneath should not be visible through the shirt.

Tie – P2 Red Stock Tie made by UNICOL – worn with a closed knot – the tie should be of a sensible length that reaches the waist.

Socks – plain black or grey

Shoes – Plain black, polish-able outdoor shoes of a design not likely to cause injury to others or the fabric of the school. Laces and stitching must be black. No trimmings, buckles, labels, tags or decorations. Ankle boots, trainers, plimsolls, fabric or casual footwear are not permitted. Black shoes should be worn on the way to and from school. Boys will not be permitted to attend lessons if trainers are worn in the School. **Please see examples of acceptable footwear below.**

Coat – Plain black/grey/navy outdoor coat with safety reflector strips (no logos). Multi-coloured, ski, denim or leather jackets are not permitted.

D&T/Art – Blue Apron

Science – White lab coat

PE Kit

Shorts – APTUS Navy technical rugby short with logo

PE Shirt – APTUS Navy Training Top with logo

Football/Rugby Top – APTUS Technical Rugby Shirt with logo

Sports Socks – APTUS Coolmax socks in red (white/blue stripes)

Sports Trainers – Laced training shoes must be brought to **every PE lesson**

Football Boots – with British Safety Standard studs when taking part in rugby and football

Mouth Guards & Shin Pads – are **compulsory** for rugby and football

Tracksuit – APTUS Navy zip training top and APTUS Navy training pants both with logo -**Optional**

General

Boys are expected to wear full Bullers Wood School for Boys uniform on their way to and from the School.

Blazers are to be worn at all times other than when eating in the dining room or in lessons when a teacher has given permission for them to be removed.

Hair must be neat and tidy and in a style and of an appropriate length. No fashion statements such as extreme hair styles or colours. Tramlines or other shaved shapes in the hair and 'bar codes' in eyebrows are not permitted.

Plain black/grey/ navy scarves, hats (no bandannas, hoods, caps) and gloves only to be worn and these must be removed once inside the building.

Headwear required by religion and agreed with the School must be plain black.

Jewellery/Valuables

No personal jewellery may be worn with the exception of a wrist-watch (analogue preferred) and a maximum of one plain silver or gold coloured stud earring in each year.

Nose studs and other body piercings are not permitted.

Tattoos are not permitted.

Large amounts of money and expensive personal effects should not be brought into school. Bullers Wood School for Boys will not accept liability for any claim arising from theft, accidental loss or damage to personal effects, mobile devices, money, belongings or clothing whilst at school.

Forbidden items will be confiscated and only returned at the end of term

Mobile devices should be kept off and away. Unauthorised use will result in confiscation and will not be returned until a meeting with the parent/carer has taken place at a time convenient to the School.

Bags – Plain strong, waterproof black bag or rucksack with the capacity to carry A4 books, files and equipment including PE kit.

Please ensure that all items of uniform and stationery are clearly marked and labelled.

If boys are not in correct uniform they will be unable to attend lessons. They will work outside the Headteacher's Office until the correct uniform is brought to them.

Examples of appropriate boys' shoe styles



Appendix 3 – School Rules and items banned from school

The 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 boy).

Alcohol, illegal drugs and weapons are not permitted to be brought into 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.

Boys 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 boy 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 boys are off site wearing school uniform or in proximity of the school site. Boys 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>B1 – low level incidents (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>B2 – serious or persistent incidents (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>Second incident per half-term of (after initial warning):</p> <ul style="list-style-type: none"> • Incorrect dress code (Inclusion if it cannot be rectified) • Jewellery (jewellery must be confiscated) • Failure to bring the correct equipment or books. • Unsatisfactory work ethos • Chewing gum • Failure to follow school expectations and/or values • Use of unacceptable language <p>First 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)</p> <p>Abusive language with intent and/or purpose</p> <p>Persistent uniform or jewellery infringements</p> <p>Persistent lack of punctuality</p> <p>Deliberate damage to property</p> <p>Theft</p> <p>Threatening behaviour (written/verbal/electronic media)</p> <p>Physical aggression</p> <p>Persistent refusal and/or failure to cooperate/follow instructions</p> <p>Malicious allegations against school staff</p> <p>Bullying</p> <p>Bullying race-related</p> <p>Bullying homophobic (or any protected group)</p> <p>Smoking</p> <p>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, boy contract
30+	HT – review of support in place and parental meeting

Appendix 5 – Walkabout / On-call Protocol

To be finalised at the start of the new term

Appendix 6 – Student Account

Bullers Wood School for Boys

Individual Student Account

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

Signed: _____

Appendix 7 - Student Report

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

Name of student		Form		Reason	
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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	Lesson 7	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
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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 FOR BOYS

PASTORAL SUPPORT PLAN

Date		Formal Review Date	
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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

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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

To be designed by Year 7 Boys in the Autumn Term

Appendix 10 – Mobile Devices and Contacting Home During the School Day

Should a boy 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. Boys can collect their device at the end of the half-term from the office. Alternatively, a boy can ask their parent/carer to come and collect their phone from the school office.

Please note that if a boy 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 will 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 boys to use mobile devices on site. This policy is in place to:

- Minimise classroom disruption,
- Prevent bullying, and
- Restrict individual use of inappropriate websites and social media platforms (during the school day).

If boys 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 boys' bags. Signs remind boys of this rule around site

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

Contacting Boys during the School Day

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

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

- Lunch funds not uploaded
- cancelled club or visit
- written note of permission from a form tutor or HoY

This can be done outside of lesson time via the Reception desk, form tutor or HoY. Boys 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 boys.

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

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

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

Restraint means to hold back physically or to bring a boy under control. It is typically used in more extreme circumstances, for example when two boys 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 boy.

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

- Removing a disruptive boy from the classroom where he has refused to follow an instruction to do so (note remove other boys first);
- Preventing a boy behaving in a way that disrupts a school event or a school trip or visit;
- Preventing a boy from leaving the classroom where allowing him to leave would risk his safety or lead to behaviour that disrupts the behaviour of others;
- Preventing a boy from attacking a member of staff or another boy, or to stop a fight; and
- Restraining a boy at risk of harming himself through physical outbursts.

We have a legal duty to make reasonable adjustments with regard to the use of reasonable force with boys with SEND

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

Appendix 12 – Additional guidance regarding behaviour consequences

Issue	Likely consequence
Chewing gum, litter, 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, additional piercings or poor standard of uniform. B2 recorded on SIMS for persistent uniform, chewing, litter infringements	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 boy refuses to hand over. Boy 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 boy 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"> • Leadership Detention • Parent meeting • Isolation outside staff offices • Inclusion or exclusion
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, 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 4pm.