



Statutory/Non Statutory Policy  
on  
Culture & Ethos

Drafted by:

Mrs S Kadri

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Signed by Chair of Governors:

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Person(s) Responsible for Day to Day Management:

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Person Responsible for Review:

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*'We aim to ensure that staff and students have positive attitudes to all learning experiences, and are self-respecting, generous and thoughtful members of the school community who believe in what we intend to achieve. Driven by values of pride, respect and kindness, our culture and ethos ensure that students build the habits of heart and mind that allow their learning to thrive through repeated and consistent practice. We want all stakeholders to create long lasting and effective partnerships and work relentlessly together to achieve success with a specific set of routines that everyone commits to implementing inside and outside the classroom.'*

A well-disciplined school creates a whole-school environment that is conducive to good discipline rather than reacting to particular situations.

Establishing a positive culture & ethos is fundamental for a school in which all students can achieve their full potential because it:

- provides the platform for high quality teaching and learning and memorable experiences;
- provides clear and direct evidence to students and parents that the school continues to improve and cares about individuals;
- releases teachers' energy to concentrate on their core purpose – teaching and learning
- creates a "can do this" attitude;
- provides immediate support to all new staff and visitors;
- is the basis for evolving a true learning community.

To help students achieve their potential and be successful, teachers and other adults will challenge and support every student and in return every student will:

- **Respect and follow the instructions given by adults and students in privileged roles**
- **Listen in silence when members of staff and other students are talking**
- **Give every task their very best effort**
- **Arrive at lessons on time and ready for learning.**
- **Behave in a responsible and caring way around the school.**

## 1) Principles

- The Governing Body expects the school to be a place where self-discipline is promoted and good behaviour is the norm. Our culture & ethos is underpinned by the values of pride, respect and kindness. The commitment to this set of values helps the community to fulfil the school's purpose: *ensure that students build the habits of heart and mind that allow their learning to thrive through repeated and consistent practice*, and the Governing Body expects every single member of the school community to live by these values.
- Our aims are to create a co-operative, healthy and safe learning environment by setting out a series of rights, responsibilities and consequences, based around our values, highlighting acceptable and unacceptable behaviours and to apply consequences fairly and consistently across the school community.

## 2) Roles and Responsibilities

- Students will be expected to take responsibility for their own conduct and will be made fully aware of procedures and expectations. They have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported. They also have a responsibility to complete all work set to the best of their ability.
- There is a reciprocal responsibility for staff to behave in a supportive, non- confrontational manner towards students in order to help them achieve their full potential.
- The School encourages parents to support good behaviour through the Home-School Agreement, Parents' Evenings and letters from the Headteacher. Parents are to be kept closely informed of any poor behaviour displayed by their child. Parents will be informed, in writing and in advance of whole School detentions. Intervention letters will also be sent to parents, who will be invited to a Meeting with the students' Head of Year if the student is deemed to be at risk of inclusion or exclusion, to discuss a Pastoral Support Plan.
- The Governing Body will establish in consultation with the Headteacher, staff and parents the policy for the promotion of a good culture & ethos and keep it under review. It will ensure that it is communicated to students and parents, is non-discriminatory and that expectations are clear. Governors will support the school in maintaining high standards of behaviour.
- The Headteacher and other members of the leadership team will be responsible for the implementation, review and day-to-day management of the policy and procedures. Support and training for staff faced with challenging behaviour is also an important responsibility of the leadership team.
- All staff, including teachers, the Student Support Centre (SSC) and other support staff, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. All stakeholders have responsibility, with the support of the leadership team, for creating a high quality learning environment, teaching exemplary behaviour, having high expectations of what students can achieve and implementing the agreed policy and procedures consistently.
- The Governing Body, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.
- Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership to assist the school in maintaining high standards and will have the opportunity to raise with the school any issues arising from the operation of the policy.

## 3. Disciplinary Procedures and Sanctions

- SIMS will automatically record achievements through the register using a 1,2,3,4 system where 1 is Outstanding, 2 is Good, 3 is Requires Improvement and 4 is Inadequate. All staff should take the register at the start of the lesson and students should be issued with a 2 on the register to begin with. The expectation is that all students will be 'Good' during the lesson (the criteria for 'Good' is shared with staff and students). If their behaviour for learning in the lesson is 'Outstanding' the teacher will change their score to a 1.

- Students will also be ranked by their “Behaviour Average” which will give an indication of their overall behaviour for learning in lessons.
- Where students cause low level disruption following a warning they must be issued with a 3 on the register. 3s should not be given for lack of homework. Any student who gets a 3 on the register could be issued with a teacher sanction dependent upon the circumstances.
- For students who continue to cause disruption following a final warning they must be issued with a 4 on the register. There must also be a further consequence e.g. Head of Year detention which must be recorded in SIMS.
- For students who persist in disrupting the learning of others after receiving a 4 on the register and a further consequence, then the final option is to remove the student. This must only be done once all other strategies have been exhausted. Students can be removed to another classroom as part of a departmental ‘parking’ rota. This must be recorded in SIMS and a Head of Year detention given.
- A Red Card is issued in extreme circumstances only and if immediate removal is felt necessary or where a student fails to follow departmental ‘parking’ procedures. A Red Card is issued via a telephone call to or by sending a sensible student to SSC with the Red Card. This must be logged in SIMS and a Head of Year detention given.  
Once issued, the student is collected by a member of SSC staff and taken to the SSC until the end of the lesson, as a minimum period. The student will be spoken to by a member of the Student Support Team following this period of reflection and a judgement call is made by senior staff regarding whether the student is in the correct frame of mind to continue their learning in a classroom. The member of staff issuing the red card MUST input the relevant information onto SIMs for further action as necessary.
- Daily centralised 20-minute lunch time detentions are run by the MJ and a member of the SLT from 13:10 -13:30. Staff are requested to escort students directly from lesson (P4) to N15. (students will be identified in an email from JH).

These can be given for:

- Late gate
  - Lates to lesson
  - Use of mobile
  - Lack of equipment
  - Failure to follow instructions
  - No uniform card
  - Littering
  - Repeated no homework
- Weekly centralised 30-minute Key Stage detentions are run by Head of Year and form tutors from 15:00 to 15:30. KS3 detentions Mon-Wed and KS4 detentions Tues – Wed. These can be given for:
    - 4 on register
    - Removal to another lesson (4)
    - Leaving a lesson without permission (4)
    - Red card (4)
    - Dangerous behaviour (social time)
    - Out of bounds

- 20-minute detention not attended
- 5 x signatures on uniform card
- Centralised 60-minute SLT detention from 15:00-16:00 on Fridays. This detention is conducted in silence and will require the student to write a written reflection on their behaviour. Staff are requested to escort students directly from lesson (P5 Fri) to the hall (students will be identified in red on the register. These can be given for:
  - Persistent defiance (refusal to be parked) (4)
  - Referral from HoY (4s on register)
  - HoY detention not attended
- Mobile Phones and any electronic device should be **“off and away”**. If on display during curriculum time or tutorial time (unless directed by CT to assist with teaching and learning), mobile phones and other electronic devices will be confiscated and taken to the SSC to be collected by the student at the end of day for the first offence. This will be recorded by the SSC and JH alerted for a 20-minute lunch detention. Any further incidents will result in the appliance being confiscated and only returned to parents. If students refuse to hand over appliances, this will result in parents being contacted by the SSC regarding the refusal to hand over the appliance and possible isolation of the student. Repeated offences will mean that students will be obliged to hand in their phone to SSC everyday at 8:30am.
- The power to discipline beyond the school gates. Blythe Bridge High School & Sixth Form take seriously any breach of its culture & ethos which takes place beyond the school gates and students understand that they may be subject to sanctions where necessary and where lawful. This is particularly true where the behaviour:
  - results in offsite bullying
  - results in repercussions for the orderly running of the school
  - poses a threat to another student or member of the public
  - adversely affects the reputation of the school
  - occurs when the student is taking part in any school-organised or school-related activity
  - occurs when the student is travelling to or from school
  - occurs when the student is wearing a school uniform
  - is in some other way identifiable as a student at the school.
- In all of these circumstances, the Headteacher will consider whether it is appropriate to notify the police or Anti-social Behaviour Co-ordinator in the Local Authority of the actions taken against a student. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed.

#### 4. Monitoring student behaviour

- In NO circumstances should students be sent outside to remain in the corridor. If a student needs to be removed that student should be guided to the SSC.
- If a student has a ‘Time-Out’ card, teachers must follow the instructions on the card without questioning the student if it is presented to them during a lesson.
- Staff on ‘walkabout’ duty may be asked to:

- monitor student conduct outside the classrooms to support teachers and to ensure that any disruptive behaviour is dealt with firmly and quickly.
- Visit all 'areas of focus' as identified on the hotspot timetable
- Visit all cover lessons.
- Walk the site.
- Remind teachers who have not completed their lesson registers.
- Take messages to students.
- Collect students if they have forgotten an appointment.

## 5. Reports

- Students who demonstrate repeated poor behaviour will be placed on a report to monitor their behaviour lesson by lesson. There are different levels of report which are triggered by the behaviour average.
- The first Level of report is to the Form Tutor. The Form Tutor report lasts for 1 week and is triggered after a student accrues a BfL average of 2.2 or higher
- The second level of report is a 1 week report to the Head of Year. This is for students who have failed to successfully complete the Tutor report.
- The third level of report is a 1 week report to a member of the SLT which is triggered if a student fails their Head of Year Report.
- The triggers and escalations document outlines the structure of reporting for pastoral support and the interventions and support in place for students to improve their behaviour.
- The classroom teacher must give a score to the student when presented with a report, and give an accurate and fair representation of the student's behaviour throughout the lesson.
- All staff receive a weekly BfL average tracker showing the points for students that week. This tracker is used by form tutors and Heads of Year to have targeted conversations with students to support them with their behaviour and to be proactive in changing behaviour patterns before reports are triggered.
- Students are responsible for ensuring their report is shown/given to the subject teacher at the start of the lesson. They must be clear on the purpose of the report and what it is designed to achieve.
- Parents/carers need to sign the report at the end of each day for it to be returned to the school.
- Parents/carers must be contacted at the beginning and the end of the process to discuss its purpose, progress and further action by the relevant staff member.

## 6. Use of reasonable force

- Staff at the school have a legal power to use 'reasonable force.' The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students. 'Reasonable' means using no more force than is necessary. Force is usually used to control or restrain a student.
- Control means either passive physical contact such as standing between two students or active physical contact such as leading a student to safety by the arm. Restraint means to hold back a student physically or to bring a student under control, for example in extreme situations when two students are fighting and need to be separated.

Reasonable force may be used by staff to prevent students from hurting themselves or others, from damaging property, or from causing disorder.

- Staff at the school may use reasonable force in circumstances such as:
  - Guiding a student to safety
  - Breaking up a fight or to prevent a student from attacking a member of staff.
  - Removing a disruptive student from the classroom where they pose a risk to other students.
  - Preventing a student from behaving in a way that disrupts a school event, trip or visit.
  - Preventing a student from leaving the classroom where allowing the student to leave, would risk their safety or lead to behaviour that disrupts the behaviour of others.
  - Restraining a student at risk of harming themselves or others through physical outbursts.
  
- 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. There is a legal duty for staff to make reasonable adjustments for disabled students and students with SEN.
- Staff must record all incidents that involve the use of 'reasonable force,' logging the incident in SIMS behaviour management. The incident must also be brought to the attention of the Deputy Headteacher (pastoral responsibilities) and the Headteacher.
- Following an incident where reasonable force has been used, parents/carers will be informed by the student's Head of Year.

## 7. Searching and confiscation

- Senior staff and safeguarding officers can search a student for any item banned under the school rules, if the student agrees.
- The Head teacher and authorised staff have a statutory power to search students or their possessions, without consent, where they suspect the student has certain prohibited items or items which pose a risk to health & safety. The items that can be searched for under this power may include knives or weapons, vaping paraphernalia, cigarettes, alcohol, illegal drugs and stolen items.
- School staff can seize any banned or prohibited items found as a result of a search or which they consider harmful or detrimental to school discipline. The police may be informed if these items are found in the possession of a student. WHERE BANNED ITEMS ARE CONFISCATED AND ARE DEEMED TO BE A RISK TO HEALTH AND SAFETY THE SCHOOL RESERVES THE RIGHT NOT TO RETURN THESE ITEMS.

## 8. Managing Lateness

- Students arriving to the morning tutor group registration after 8.35am should be marked late.
- Students arriving on site after 8.40am will be recorded by the late gate system and names passed to JH for a 20-minute same day centralised lunch detention.
- Students causing concerns over repeated lateness to school will be seen with their parents/carers by the HoY.
- Repeated lateness will be referred to AttendEDC and may be issued with a penalty notice in accordance with School Attendance Parental Responsibility Measures (January 2015).

## 9. Smoking

- Blythe Bridge High School & Sixth Form is a non-smoking site. Any student found smoking anywhere on the school site can expect to be isolated with a possible FTE being issued. This applies to all forms of smoking including e-cigarettes and vapes.

## 10. Internal isolation

- Isolation in the SSC is an internal discipline process and may be used when there are instances of:
  - Discriminatory behaviour
  - Physical assault / Verbal abuse
  - Smoking
  - Truancy
  - Banned items
  - Red card incident
- Internal isolation is part of a whole school approach to culture & ethos and it is an immediate, short-term provision to ensure that teaching and learning for the majority of students can continue uninterrupted and that high standards of safety and order can be maintained throughout the school. It may also be used while more serious incidents are investigated.
- Where a student is subject to repeated internal isolations the Head of Year will investigate alternative pathways to ensure that potential barriers to learning have been assessed and eradicated and alternative learning plans are created.
- An internal isolation will normally be authorised by the SLT, SENCO or HOY.
- The school governors will monitor and review the use of the internal isolation process on termly basis as part of its monitoring of behaviour across the school.

## 10. Fixed Term Exclusions

- The school will follow the latest Department for Education and Local Authority guidelines.
- Only the Headteacher, Senior Deputy Headteacher or delegated Senior Leader in their absence, may place students on exclusion following due investigation, and they are accountable for any exclusion.
- Full records will be kept of any previous warnings, communications with parents, the LA and other agencies, and of all investigations. These will be made available to Governors and the LA where necessary.
- On their return to school the student should come in with a parent/carer to meet with a Head of Year and/or governor
- Work will be set during the period of the exclusion



Fixed term exclusions will be given for serious incidents such as:

- Repeated refusal to follow instructions given by a member of staff;
- Persistent disruption and defiance;
- Dangerous behaviour;
- swearing at a member of staff;
- physical assault;
- smoking on site;
- vandalism / damage to property
- persistent bullying, persistent racism, extreme violent behaviour
- bringing a banned item into school
- using illegal substances, including alcohol, in school
- Supplying or selling illegal substances in school
- Theft
- Abuse of the internet or IT facilities e.g. viewing, accessing or downloading any inappropriate material from the internet including racist, homophobic, sexist or pornographic images or text.
- Cyberbullying or threatening behaviour towards another student
- Any other behaviour which may bring the name of the school into disrepute; this may occur in school or outside school.
- Persistent failure to follow the behaviour policy

#### 11. Managed moves.

- This will be considered if all other strategies appear to have had no significant effect. Sufficient evidence of strategies already tried and their outcomes will need to be clearly documented if it is to be successful. This process can only be sanctioned by the Headteacher or their delegated representative. Managed moves are processes which allow students to move between schools without the stigma of exclusion. We work collaboratively on managed moves as an alternative to exclusion, or as an opportunity to provide a student with a “fresh start” when it is felt that all other processes have been exhausted or where the relationship between the student, parent/carer and the school has in effect broken down.

#### 12 Permanent Exclusion.

- A permanent exclusion can only be sanctioned by the Headteacher (or the teacher in charge). The decision to exclude a student permanently will only be taken 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.

#### 13 Rewards

- Praise and recognition from a member of staff can be very powerful. Praise should be clear and specific. We aim to encourage students to reach the highest standards in all that they do. Motivated students are unlikely to present behavioural problems, but praise must be deserved.

- Rewards develop the self-esteem of students, recognise effort as well as achievement, raise students' aspirations and encourage an ethos where students' contributions are publicly recognised by the whole school community.
- The school recognises contributions in a variety of ways, listed below.

### **General Praise**

- A quick word and a smile
- A specific written comment on a piece of work
- Sending a student to a Head of Year / member of SLT to look at a piece of great work
- An email to tutor/parents/HoY/SLT
- A public word of phrase in front of a tutor group/year group
- Displaying students' work
- Positive comment in SIMs
- Praise Postcard home
- Phone calls home

### **In Assembly**

- Star of the week awarded by form tutors
- Student of the week certificate awarded by HoY for student with the most positives
- Tutor group certificate awarded by HoY for tutor group with the most positives
- Termly success certificates awarded by HoY/DHT for achievement, attendance, positive participation in class, contribution to the school community

### **Plasma Screens**

- Names of individual students who receive rewards will be displayed for that week on the plasma screens around school

### **In the Spotlight**

- HoY select one student at random each week to be in the spotlight. They have to select a piece of work that they are proud of and share it with the HT and DHT every Friday breaktime.

### **Achievement points**

- Students in Years 7 to 11 will accumulate achievement points during the school year which will be recognised through progress reports to parents. They will also be awarded bronze, silver, gold and platinum pin badges as they accumulate points throughout the year. Students will be asked to wear the badge on their blazer. As they progress, students will exchange their badge for the appropriate colour. Badges will be awarded to students during assembly. Once a student has accumulated enough points for a gold or platinum badge, the badge will be presented by the Headteacher, who will also write to the student's parents.

- Every September will be a fresh start. Points will be reset at zero and students will work towards bronze, silver, gold and platinum for that school year. Prizes will be offered at the end of every term. There will be further recognition in Year 11 for those learners who have accumulated badges, at least up to the gold threshold, in each of their five years at school.

#### **Annual Celebration Evening**

- The Annual Celebration Evening for each year group will take part in the summer term where the school's top performers are invited to receive prizes.