



Statutory/Non Statutory Policy
on
Culture & Ethos

Drafted by:

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Person(s) Responsible for Day to Day Management:

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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 or discriminatory behaviour 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. **Staff should report incidents of bullying and any form of harassment or discriminatory behaviour, whilst pastoral staff should act on what has been reported.**
- The school encourages parents to support good behaviour through the Home-School Agreement, FROG, 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 by text message and in advance of whole school detentions. Communication will also be sent to parents, who will be invited to a **preventative** meeting with the student's Head of Year if the student is deemed to be at risk of inclusion or suspension, to discuss **Strategies to improve behaviour.**
- 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 pastoral team 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 including:
 - age
 - disability
 - gender reassignment
 - pregnancy
 - marriage
 - race
 - religion or belief
 - sex
 - sexual orientation

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 **Requires Significant Improvement**. 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" weekly which will give an indication of their overall behaviour for learning in lessons.
- Where students cause low level disruption following a warning they **will be** issued with a 3 on the register. 3s should not be given for lack of homework or late to lesson. 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 **significant** disruption following a final warning they **will** be issued with a 4 on the register. **A further consequence of a 30-minute detention will be issued which must be recorded in SIMS.**
- For students who persist in disrupting the teaching and learning of others after receiving a 4 on the register, the final option is to remove the student to the refocus room. This must only be done once all other strategies have been exhausted. This must be recorded in SIMS and a **60-minute** detention given.
- The member of staff issuing the 4 is responsible for **telephoning** the student's parents to inform them of their poor behaviour.
- A Red Card is issued in extreme circumstances only and if immediate removal is felt necessary or where a student fails to comply with expectations. A Red Card is issued via a Microsoft Form. Once issued, the student is collected by a member of pastoral staff and taken to the refocus room until the end of the lesson, as a minimum period. The student will be spoken to by a member of the pastoral 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 the classroom. The member of staff issuing the red card **MUST** input the relevant information onto SIMs for further action as necessary and contact parents.
- **Failure to behave appropriately within the Refocus Room could lead to a further sanction.**
- Daily 30 minute centralised detentions are run by the MJ (Students are identified in an email from NJM).

These can be given for:

- Late gate
- Use of mobile
- Lack of equipment
- Failure to follow instructions

- Persistent uniform issues
 - **Persistent equipment issues**
 - Littering
 - Repeated no homework
- Weekly centralised 60-minute Year group detentions are run by Heads of Year. These can be given for:
 - Lates to lesson
 - Removal to refocus room (4)
 - Leaving a lesson without permission (4)
 - Dangerous behaviour (social time)
 - Out of bounds
 - 30-minute detention not attended
 - **Persistent defiance**
- Centralised 60-minute SLT detention on Fridays. These can be given for:
 - Persistent defiance (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 should be collected by the student at the end of day for the first offence. This will be recorded by the pastoral team and NJM alerted for a 30-minute detention. Persistent 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 pastoral team regarding their defiance and refusal to hand over the appliance and the student being sent to the refocus room. Repeated offences will mean that students will be obliged to hand in their phone to the pastoral team everyday at 8:45am.
- 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 appropriate, **evidence based** and where lawful. This is particularly true where the behaviour:
 - results in offsite bullying **any form of harassment or discriminatory behaviour**
 - 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 for more than a few minutes. If a student needs to be removed that student should be referred to the refocus room.
- If a student has a 'Time-Out' yellow card, teachers must follow the instructions on the card without questioning the student if it is presented to them during a lesson.
- Staff on 'patrol' 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 'areas of focus' as identified on the hotspot timetable
 - Visit 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 2.1 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 Form Tutor report. Head of Year will at this point invite the parent / carer in for a meeting.
- 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.
- MJ texts parents every Friday to notify them that their child will be on report having not met expectations;
- Students are responsible for ensuring that they communicate their report with 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.
- Subject staff must fill out the report on SIMS promptly stating if targets were met and the lesson score;

- Parents/carers will be sent the report electronically on a weekly basis by the appropriate staff member.
- Parents/carers should be contacted at the beginning and the end of the process to discuss its purpose, progress and further action by the relevant staff member.
- Failure to pass red report can lead to a Governor Disciplinary Panel and being placed on a behaviour contract with appropriate targets. This is monitored and reviewed. Escalation will include a possible fixed term suspension and/or exploring alternative provision or a managed move.

6. Rewards

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 or ePlanner
- Praise Postcard home
- Phone calls home
- Curriculum Star of the Week
- In the Spotlight certificate
- In the Hotseat nomination
- Prefect nominations
- Achievement points given out
- Headteacher commendations

In Assembly

- Curriculum Star of the week awarded by subject teachers
- 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 achievements, attendance, positive participation in class, contribution to the school community

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.

7. Use of reasonable force

Reasonable force may be used by staff to prevent students from committing a criminal offence; hurting themselves or others; from damaging property; from causing disorder; or any behaviour prejudicing the maintenance of good order and discipline in the school.

8. Searching and confiscation

- The headteacher, senior deputy headteacher, safeguarding officers and pastoral staff may search a student and their belongings for any item banned under the school rules, with the student's permission.
- Only the headteacher can authorise staff to use their statutory power to search a student 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 and can dispose of them at the end of each term if not collected by a parent / carer.

9. Managing Lateness

- Students arriving to school after 8:45am should be marked late.
- Students arriving on site after 8.45am will be recorded by the late gate system and names passed to NJM for a 30-minute detention.
- Parents / carers of students causing concerns over repeated lateness to school will be contacted.
- Repeated lateness will be referred to VIP Education and may be issued with a penalty notice in accordance with School Attendance Parental Responsibility Measures (January 2015).

10. Smoking & vaping

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

11. Refocus Room

- The refocus room forms part of 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
- The refocus room 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 referrals to the refocus room, 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.
- A referral to the refocus room will normally be authorised by the SLT, SENCO, HOY or pastoral managers.

- The school governors will monitor and review the use of the internal isolation process on a termly basis as part of its monitoring of behaviour across the school.

12. Fixed Term Suspensions

- The school will follow the latest Department for Education and Local Authority guidelines.
- Only the Headteacher or Senior Deputy Headteacher, in their absence, may place students on suspension following due investigation, and they are accountable for any suspension.
- 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 as part of the reintegration process
- Work will be set during the period of the suspension for the student to complete

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

- Persistent disruption and defiance;
- Failure to follow expectations in the refocus room;
- Repeated referrals to the refocus room;
- Dangerous behaviour;
- Swearing at a member of staff;
- Physical assault;
- Smoking/vaping on site;
- Vandalism / damage to property
- Persistent bullying and/or discriminatory behaviour, persistent racism, extreme violent behaviour
- Using or 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 culture & ethos policy.

13. Managed moves / Off site direction

- These options 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 / off site direction are processes which allow students to move between schools without the stigma of suspension. We work collaboratively with other schools as an alternative to suspension, 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.

14 Permanent Exclusion.

- A permanent exclusion can only be sanctioned by the Headteacher. 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.