BLYTHE BRIDGE HIGH SCHOOL & SIXTH FORM

Culture & Ethos Procedure 2026/2027

Procedure Owner: Mrs S Kadri

Date of Approval by Governing Body: October 2026

Review Date: October 2027

Person Responsible for Review and Day-to Day Management: Mrs S Kadri

'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 JTMAT and 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.

- As part of the statutory duty of each JTMAT School to promote students' wellbeing, schools have a clear role to play in the management of student's behaviour. To support this, the Government's Education and Inspections Act 2006, ensures that school staff has the information, advice and power to:
  (1) Discipline students whose behaviour is unacceptable and falls below expectations; who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
  (2) The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for students, such as teaching assistants.
  (3) Discipline students at any time the student is in school or elsewhere under the charge of a teacher or staff member, including on school visits
  (4) Discipline students in certain circumstances when a student's misbehaviour occurs outside of school.
  (5) Impose sanctions outside school hours.
  (6) Confiscate students' property.

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 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) Definitions

There is a clear understanding that everyone in the school has the right to be safe and to be able to fulfil their potential. Students should be able to learn and a teacher should be able to teach in a calm, disruption free environment. There is a shared responsibility to enable this to happen. Misbehaviour is defined (but are not limited to) as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Acting in a disrespectful, unkind manner
- Incorrect uniform such as false nails and eyelashes, piercings, too much jewellery, excessive make up

Serious misbehaviour is defined (but are not limited to) as:

- Serious breaches or persistent breaches of the school rules / behaviour policy
- Behaving in ways which might harm or upset others
- Any form of bullying
- Sexual violence (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour like interfering with clothes
    - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
    - Abuse in intimate personal relationships between peers
    - Upskirting and other harmful / inappropriate sexual behaviours

Behaviour which may constitute a criminal offence

- Vandalism

- Theft
- Fighting
- Smoking/vaping
- Racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited items. These are:

- Knives or weapons (including guns, pellet guns and air rifles)
- Alcohol
- Illegal drugs (supply which means providing or sharing (whether or not for money or other consideration) or facilitation of supply e.g. sale, exchange or sharing (which includes promotion / advertisement or facilitating supply) / possession / use of drugs and solvents or their paraphernalia or substances intended to resemble them, or alcohol or tobacco as prohibited by the school policy on smoking, drugs and substances)
- Nitrous Oxide canisters
- Stolen items
- Tobacco, cigarette papers, vaping materials, snus and nicotine pouches
- Fireworks
- Supply or possession of pornographic images
- Any article a staff member 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.

4) Disciplinary Procedures and Sanctions

- BROMCOM will automatically record achievements through the register using a 1,2,3,4 system where 1 is Exceeding expectations, 2 is Meets expectations, 3 is Below expectations and 4 Significantly below expectations. 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 Meet Expectations during the lesson (the criteria for this is shared with staff and students). If their behaviour for learning in the lesson Exceeds Expectations the teacher will change their score to a 1.
- 1s should not be given if the student is disproportionately late to the lesson.
- 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, or there is passive learning, 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 are defiant or continue to cause significant disruption following a final warning they will be issued with a 4 on the register. A consequence of a 30-minute detention will be issued, which must be recorded on BROMCOM.
- For students who are persistently defiant or 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 BROMCOM 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 after school (Students are identified to staff in an email).

  These can be given for (but are not exhaustive to):

  - 2 lates to school in a week for morning registration
  - Use of mobile phone
  - Verbal abuse to students / staff
  - Failure to follow instructions / defiance
  - Persistent uniform issues
  - Persistent equipment issues

- Weekly centralised 60-minute Year group detentions are run by Heads of Year. These can be given for (but are not exhaustive to):

  - Head of Year referral
  - 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
  - Discriminatory behaviour / language
  - Physical assault
  - Theft
  - Vandalism
  - Truancy
  - Banned items

- 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
  - Homework detention not attended

- Sanctions can be set during the school day, and outside of normal hours. This can include any day when the pupil does not have permission to be absent, and on staff training days. Parental consent is not required for the setting of sanctions. However, we will advise parents of when

the sanction is set should it be outside of the normal school day. It is the parents' responsibility to ensure that the pupil can travel home safely at the end of the sanction.

- We operate a 3-strike rule for students who walk off defiantly from a staff member to avoid detentions; repeated failure to attend after school detentions can lead to a further more serious consequence for persistent defiance, and ultimately a fixed term suspension.
- There are no exemptions from the after-school detention system as it forms part of our home school agreement. In rare, exceptional circumstances, we will consider deferring a student's detention to the next available after-school slot, but it will not be cancelled, and deferrals will not be accepted routinely. If a child has an unavoidable medical appointment, parents/carers must inform the school, provide suitable evidence and rearrange the detention. If a child is absent on the day of a scheduled detention, it will be rearranged to the next detention slot automatically.
- As a school, we notify parents that their child has been entered for an after-school detention via BROMCOM with 24 hours' notice. Students can access this information via the student portal.
- Mobile phones and any electronic devices including Meta glasses hould be ***"off and away all day".*** If on display during the school day, mobile phones and other electronic devices will be confiscated and should be collected by a parent at the end of the day. This will be recorded by the pastoral team for a 30-minute detention. If students refuse to hand over devices, this will result in parents being contacted by the pastoral team regarding their defiance and refusal to hand over the device 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 every day 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
  - results in physical harm to another students or member of the public
  - poses a threat to another student or member of the public
  - adversely affects the reputation or smooth running 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.

5) 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' 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
  - 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.

6) Behaviour 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 (Monitoring). The Form Tutor report lasts for 2 weeks and is triggered after a student accrues a BfL average of 2.3 or higher or multiple poor lesson scores.
- The second level of report is a 2 week report to the Head of Year (Support). This is for students who have failed to successfully complete the Form Tutor report.
- The third level of report is a 2 week report to a member of the SLT (Escalate) which is triggered if a student fails their Head of Year Report. Head of Year will at this point invite the parent / carer in for a meeting.
- Behaviour reports are accessed via BROMCOM. 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.
- Parents can access the report via the MCAS app.
- All staff receive a bi-weekly BfL average tracker showing the points for students that week. This tracker is used by form tutors, Heads of Year and SLT to have targeted conversations with students to support them with their behaviour and to be proactive in changing behaviour patterns before reports are triggered.
- Notifications are sent to parents / carers to notify them that their child will be on report having not met expectations via MCAS;
- Failure to pass the Escalate stage can lead to a Governor Disciplinary Panel, being placed on a behaviour contract with appropriate targets, or other suitable sanction. This is monitored and reviewed. Escalation will include a possible fixed term suspension and/or exploring alternative provision or a managed move.

7) Social Media and Online Behaviour Outside School

- The school recognises that students may communicate through social media and online platforms outside school hours and are expected to demonstrate the same standards of respect, responsibility and kindness online as they do within school.
- Responsibility for students' use of social media and online communication outside school rests primarily with parents and carers. The school does not routinely monitor, investigate or mediate disputes arising from private social media activity which takes place outside school hours and away from school.
- As mobile phones are not permitted for use during the school day, students should not be accessing social media or engaging in personal online communications whilst in school.
- The school will not routinely investigate disagreements, arguments, group chats, social media posts or other online interactions simply because the individuals involved attend the school. Parents and carers are expected to address such matters at home and, where appropriate, through the reporting processes of the relevant platform.
- However, the school may investigate and take appropriate action where online behaviour has, or is likely to have, a significant impact on the safety, wellbeing or education of members of the school community, the orderly running of the school, or the reputation of the school.
- Safeguarding concerns, serious bullying, discriminatory behaviour, threats, harassment or matters involving potential criminal activity will always be considered in line with the school's safeguarding and behaviour procedures.

8) 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 Hotseat nomination

- Prefect nominations
- Achievement points given out
- Headteacher commendations
- Rewards trips out of school

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 status as they accumulate points throughout the year.

- 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.

- Student Leadership Gala for all year groups to celebrate the contributions of the various student leaders.

9) 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.

10) 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 and a witness present. Screening for banned items may involve use of a wand or other equipment.

- 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, fireworks, snus, nicotine pouches, pornographic images 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.

- The school has clear expectations regarding jewellery and personal accessories including mobile phones in order to maintain a safe, inclusive and distraction-free learning environment. Students are permitted to wear only those items explicitly outlined in the Uniform Procedure. Any jewellery outside of this specification is not permitted. While students may choose to bring personal accessories onto the school site, they do so at their own risk. We do not require students to bring in valuable personal items and accept no responsibility for loss, theft or damage to jewellery and personal accessories brought onto the premises. Items confiscated will be labelled and stored securely.

11) 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 for a 30-minute detention.
- Students arriving on site after 8:55am will be recorded by the late gate system as an unauthorised absence.
- Parents / carers of students causing concerns over repeated lateness to school will be contacted.
- Repeated lateness will be referred to VIPEducation and may be issued with a penalty notice in accordance with School Attendance Parental Responsibility Measures (January 2015).

12) Smoking, vaping & other tobacco & nicotine related products

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 probable FTS being issued. This applies to all forms of smoking including e-cigarettes and vapes. It also includes possession of illegal substances such as snus and nicotine pouches.

13) 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 provision as part of its monitoring of behaviour across the school.

14) 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;
- Possession of banned items;
- 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, being under the influence of 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.
- Misuse of social media

15) Managed moves / Off site direction

- These options will be considered if all other strategies appear to have had no significant impact. 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.

16) 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.