



Behaviour Policy

This policy applies to all pupils at Bishop's Stortford College including those in the Early Years Foundation Stage and Key Stage 1. It should be read alongside the Anti-Bullying Policy. It has been written with regard to Behaviour in Schools, Advice for headteachers and school staff (Sept 2022)

The College Head and Governing Council believe that in order to safeguard our pupils and enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. They seek to create a caring and learning environment in the College by;

- promoting good behaviour and discipline, rather than simply punishing bad behaviour;
- promoting self-esteem, self-discipline, proper regard for authority and proper relationships based on mutual respect;
- ensuring fairness of treatment for all, encouraging consistency of response to both positive and negative behaviour; and
- promoting early intervention: providing a safe environment free from disruption and violence.

It must be understood that:

Bullying, violence, abuse, and any form of harassment are deemed wholly unacceptable.

Procedures will be based upon mutual respect. There is no corporal punishment at Bishop's Stortford College and corporal punishment is not threatened in any part of the College.

The College Head, Head of Prep School and Head of Pre-Prep will keep the policy under review in the light of experience. They will ensure that the College's expectations are communicated to pupils and to students and parents, are non-discriminatory and that the expectations are clear. The Governing Council will support the school in maintaining high standards of behaviour.

The College Head, Head of Prep School and Head of Pre-Prep (and their appointed Deputies) will be responsible for the implementation and day-to-day management of the behaviour at the College. Support for staff faced with challenging behaviour is also an important responsibility for all three Heads.

All staff will be responsible for ensuring that the expectation of good behaviour is consistently and fairly applied. Mutual support amongst all staff in the implementation of this expectation is essential. Staff have a key role in advising the College Head, Head of Prep School and Head of Pre-Prep on the behaviour of pupils.

They also have a responsibility to create a high-quality learning environment, teaching good behaviour and implementing procedures consistently.

The Governing Council, College Head, Head of Prep School, Head of Pre-Prep, Deputies and staff will ensure there is no differential application of the behaviour expectations on any grounds, including those of ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

Pupils of the College will be expected to take responsibility for their own behaviour and will be made fully aware of the expectations of the College. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported promptly and accurately. Pupils will be made aware that disciplinary action will be taken against any pupils who are found to have made malicious accusations against a member of staff.

The procedures arising from this policy will be developed by the College Head, Head of Prep School and Head of Pre-Prep. The procedures will make clear to the pupils how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to all concerned. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the College has a responsibility towards the whole community.

The relevant Head will also ensure that any transitions to other settings are managed appropriately, including the transfer of relevant records of behavioural matters.

Senior School Rules

School Rules are incorporated in College policies and procedures, which are published on our website. Here are some important rules which help to make the Senior School a happy, safe and supportive environment in which our pupils' self-confidence and personalities are given the space to grow.

Our values

- The pupils are proud of their school and do all they can to support everyone in it and to enhance its reputation both locally and nationally.
- They are part of a close community, one which is based on mutual respect and kindness to others.
- The pupils always treat others *as they themselves* would like to be treated.
- Their communication is always polite and courteous, even when they are tired.
- Their behaviour in the classroom always makes a positive contribution to the lesson and helps others maximise their learning.
- Their behaviour in communal areas such as the Houses, the dining hall and in assemblies is always calm, sensible and respectful of others around them.
- During the day and when they are representing the College they are smartly dressed as outlined in the uniform policy.
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Making our community a safe place

- The pupils understand that discriminatory and offensive behaviour based around protective characteristics such as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation, is wrong.

- Pupils understand the rules for Town Leave outlined in the Houses (including the importance of signing out) and always ask permission to go into town at any other times than those specified.
- Pupils understand the following are strictly prohibited at school or whilst under the supervision of the school and, where appropriate, items can be searched for – illegal drugs, smoking and vaping, alcohol, intimate sexual relations, taking or sending sexual images, theft, fireworks, candles in Houses, offensive weapons, gambling or financial dealings, entering boarding rooms or changing rooms in other Houses and misusing the College’s computer network.
- Pupils follow the community’s ICT acceptable user policy and never use their phones in safe spaces such as changing rooms or toilets, or in the dining room.

Classroom Standards

Pupils understand that the College is a place of learning and in order to help them reach their potential, they all follow the guidelines below.

Start of Lesson

- Pupils are punctual and appropriately dressed in lessons.
- Pupil phones are on silent and put away out of sight to enable them to focus on the lesson.
- Pupils understand seating arrangements are the responsibility of the member of staff.
- Pupils want their classrooms to be neat and tidy.
- Pupils always bring the correct equipment to lessons and it is always out and ready as soon they arrive.
- Pupils let teachers know in advance if they have not completed their homework and arrange a time for it to be completed.

Work Ethic

- Pupils always work hard and genuinely want to improve their skills and understanding.
- Teachers are listened to and their instructions followed.
- Pupils always engage positively in the lesson, whether that is through making contributions or active listening.
- After the lesson pupils check for homework tasks on Teams.

Expectations of Behaviour

- Pupil noise levels are always appropriate to the activity and this enables all members of the class to concentrate.
- Pupils always listen when the member of staff is talking or when another student is contributing to the lesson.
- Pupils always give others a chance to contribute in lessons and therefore should put up their hand to answer.
- Pupils understand that classrooms need to be a safe space to encourage engagement and therefore they never mock or criticise other students’ contributions.
- Pupils always respect and listen to what other students may have to say.
- Pupils remain seated, unless permission to move is granted by the member of staff.

End of the Lesson

- Pupils always help to keep the classroom tidy and free of litter.
- Pupil desks are arranged neatly with chairs stored beneath them.
- Pupils always arrive and leave in a sensible, orderly manner.

Pupils all know and understand the Senior School Rules, which are reinforced at assemblies and in Houses and tutor groups and amended from time to time.

Rewards and Sanctions in the Senior School

Rewards

- **Merits**

Outstanding pieces of work may be rewarded by Merits. Subject teachers, judging an individual piece of work or an accumulation of work to be outstanding, may issue a Merit Certificate. The subject teacher will register the Merit, directly on the MIS whilst at the same time informing the pupil, usually by a comment or a Merit sticker in their exercise book. Each time a pupil has been awarded 10 certificates (or multiples of 10), they take the certificates to the Head and receives a gift.

The House with the highest number of Merits per pupil is awarded a trophy at the end of the year. The individuals with the highest number of Merits are also congratulated at this time.

College Awards are given for acts of kindness or courtesy (it is also for selfless/community behaviour) that go beyond what would normally be expected of pupils. These are accumulated and prizes presented as for academic merits.

- **Commendations**

College Head's Commendations are awarded to pupils following each set of grades at half-term and the end of term. Commendations are awarded for effort in routine work. Sixth Form Commendations are awarded to those who achieve top effort grades in each of their subjects. All Commendations are announced by the Head or Head of Section in Assembly.

- **Prizes**

Prizes are presented on Speech Day to the top pupil in each subject in the Sixth Form, and to the top five or six academic pupils in each year below the Sixth Form. Prizes are also given to reward Academic Endeavour and for a variety of other achievements.

Other prizes and cups are given at the final assembly of each term and other assemblies during the year.

- **Colours**

'House Colours' are in the gift of the Housemasters and Housemistresses and may be awarded to any pupil for outstanding and sustained contributions to the life of the House or School. These contributions may be from any area of excellence - academic, social or sporting. Pupils with House Colours may wear the House Colours tie or badge. 'School Colours' are awarded by Sports Coaches for sporting ability and achievement. Pupils awarded full colours are always members of the 1st team in that sport. 'Half Colours' are also available. 'School Colours' can also be awarded for Music and Drama.

- **10 Club Award**

These are awarded at the start of the year to pupils in the College Lower Sixth who have achieved at least 10, 9-7 grades in their GCSEs.

- **Arthur Evans Award**

Arthur Evans ties/badges, donated by the Old Stortfordian Society in memory of a previous Head, are in the gift of the Head. These are awarded to older pupils who show all round excellence in many aspects of school life and over a substantial period.

- **Pettit Contribution Cup**

This cup is awarded to a pupil from the Fourth Form up to the Upper Fifth who has made the greatest contribution to the College throughout the year.

These awards are presented in assembly.

Sanctions

- **Blue**

Minor offences are punishable by the setting of 'Blue'. This is a written assignment in multiples of 40 lines with a minimum of 10 words per line. The College encourages the setting of educationally useful and demanding exercises. 'Blue' should be issued by staff only. Prefects and Monitors may recommend to staff that a pupil be given Blue. The completed 'Blue' must be handed directly to the member of staff who set the 'Blue'. It is then passed on to the Housemaster or Housemistress who keep a record of the Blue.

- **Returned Work**

Teachers may require pupils to repeat pieces of unsatisfactory work in specially organised sessions outside lesson time.

Teachers may require pupils to show unsatisfactory work to their tutors.

- **Late work**

If work is late in the Sixth Form, departments will run department detentions and alert tutors. If there is repeated incomplete or late work, students will be put onto structured study, with one period in the Library and a Friday afternoon session between 3.45pm and 4.40pm with the Head of Year each week.

If work is late in the Upper Fifth, Lower Fifth and Fourth Forms classes, teachers can issue Blue or lunchtime detentions or in cases of repeated late work, issue a school detention.

- **Departmental Detention**

Low level breaches of discipline, for example, late arrival to a lesson or late work may result in a lunchtime departmental detention with the teacher or Head of Department.

- **School Detentions**

Repeated poor work or more serious breaches of discipline in class or elsewhere in school, may be punished with a school detention issued by a member of staff. The subject teacher will register the detention, directly on the MIS. These are one evening a week at 5.00 pm and last for one hour. Pupils will be emailed, and this is copied to their Housemaster/mistress and their parents. Pupils will be given 24 hours' notice of an impending school detention

In cases where poor work or discipline is repeated the College follows a cumulative approach, detailed below, which is designed to ensure pupils work hard to address any behavioural concerns.

Detention

Offence

1	DT	1 hour		
2	DT	1 hour		
3		DHDT	1.5 hours	
4		DHDT	1.5 hours	
5			HMDT	2 hours
6			HMDT	2 hours
7				Suspension

- **Gating**

Gating is a sanction occasionally used by Boarding Housemaster or Housemistresses, or by members of the Senior Management Team, usually in response to a serious offence committed by a boarder in the evening or at the weekend.

A gating should always be accompanied by communication with parents or guardians.

If a pupil is 'gated', he or she is restricted to the House at all times except for normal school commitments such as lessons, games, assemblies, meals etc.

A 'gated' pupil may not leave the House after evening roll call, and normal weekend leave should not be available unless specific agreement is reached between parents and the College.

This sanction should normally only be applied for a maximum of one week, during which time the pupil concerned will be closely monitored. Breaking this gating restriction is a serious matter which will always be brought to the attention of the Senior Deputy Head.

- **Head's Detention**

More serious breaches of discipline may result in a Head's Detention. This is usually supervised by the Senior Deputy Head. Parents will always be informed by telephone or email and this is followed up by a letter from the Senior Deputy Head, which explains when and why a pupil has been placed in Head's Detention and given a minimum of forty eight hours' notice. Head's Detentions take place on Fridays at Free Weekend or at the end of half term.

- **Suspension from School**

The College Head (or delegated Deputy Head) may feel it necessary to suspend a pupil from the College for a number of days following a major breach of discipline or an accumulation of disciplinary offences. In such cases, it is usual for parents or pupils to discuss the situation with the Head, either at the beginning or the end of the period of suspension. Suspensions of 11 days or more may be subject to a Governor review, following the procedure set out in the College's Exclusion, Removal and Review Policy.

- **Permanent Exclusion**

In extreme circumstances, the College Head may demand that a pupil be removed from the College permanently. In such cases parents may, if they wish, request a review by the Governors by using the procedure set out under 'Exclusion, Removal and Review Policy'. A copy of this is available on request from the Head's EA. It will be given automatically to parents in such circumstances.

- **Corporal Punishment and physical restraint**

The College does not use corporal punishment.

There are, however, circumstances when it is appropriate for College staff to use reasonable force to safeguard children and young people in line with government guidelines. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained, to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'.

The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, College staff should consider the risks and the additional vulnerability of these groups. For further information please see the Policy on Physical Restraint.

Rewards and Sanctions in the Prep School

Rewards

- **Courtesy Cups and Courtesy Rewards**

Courtesy Cups are awarded half termly to a pupil in each year group from Year 3 (Lower Shell) to Year 8 (Upper Third). They are recognition of courteous, helpful and thoughtful behaviour. Pupils who receive them are judged by staff to exhibit these worthwhile and commendable traits on a regular basis and set a good example to other pupils. Recommendations should be given to Form Tutors/Head of Year at any time. A list of past winners is kept with the Head's PA. We try to give it to someone who has not won a courtesy cup previously if at all possible. Additionally, in Year 3 and 4 (Shell) assembly, a courtesy reward of three stars is given to someone who has stood out as being particularly polite and kind.

- **House Contribution Cups**

These are awarded termly. Each House has two cups and will award a Junior Cup to Year 5 and 6 (Form 1 and 2) and a Senior Cup to Year 7 and 8 (Lower and Upper 3rd) to recognise performance, organisation or wholehearted commitment to the House Competition life.

- **Merits and Commendations**

In Year 5 (Form 1) and above these are awarded for academic work and effort. They are recorded for each individual and included on the report at the end of term. They also contribute to the House Competition and therefore have a 'community' aspect to them. The individual winner in each Form is celebrated in assembly and during House meetings. In Years 3 and 4 (Shell), Merit stars are awarded for achieving a high standard of work and for a pupil's academic effort. Stamps are shown in books for these awards. Stars are also given for good behaviour. Class teachers keep a record of individual merit stars, which are then transferred towards League totals.

- **Excellence Awards**

These are prestigious awards in the form of a badge or tie for excellence in a particular aspect of school life – academic, music, sport, art and drama.

- **Prizes**

These are awarded at the end of every term to at least four pupils in each Form for Engagement, Attainment, Progress and Merits/Commendations; other 'seasonal' awards are made to recognise musical, sporting, artistic or dramatic achievement. At the end of the year, prizes are presented on Speech Day for academic excellence and attainment in drama, music and sport. There are also Head of Prep's Prizes for contribution to the school community.

- **Colours**

These are awarded in sport for excellent performance, service or effort over a period of time.

• **House Celebration and League Reward**

Pupils in Year 5 (Form 1) and above belong to one of four houses – Westfield, Grimwade, Newbury and Monk Jones. Pupils are awarded points for their House through various House competitions, as well as Merits and Commendations. At the end of each term, the winning House is invited to a House Celebration.

In Year 3 and 4 (Shell) the children belong to one of four leagues – Canterbury, Durham, York and Worcester, which are designed to encourage a healthy, competitive spirit and foster an association with a different community other than that of the class group. The winning league is rewarded at the end of each term.

Promoting Positive Behaviour

In the Prep School every individual is valued for who they are and what they contribute to the school. Values are principles that drive behaviour, influence our actions and attitudes, and become our scaffold for life. The values promoted in the Prep School are values which are important within the school community, and which will be important throughout life. In the Prep School our values are shared and reflected in all that we do, from assemblies and lessons to our interactions with our pupils on the playground in the in the dining hall. We strive to encourage and demonstrate positive values with our pupils in order that they understand them and grow to live by them. We place high value on Respect, Resilience, Kindness, Independence, Tolerance & Inclusivity and Ambition.

Pupils are expected to act with responsibility and show consideration at all times. Specifically, all PS pupils are expected to:

- act with honesty and integrity and to treat all members of the school community and the public with respect, courtesy and kindness both in actual and virtual (online) interactions.
- to contribute positively to the school community and to contribute to the high quality of learning by ensuring that they arrive calmly, punctually and correctly equipped for each lesson;
- listen carefully and use their time in class appropriately and effectively; do not disturb teaching, or the learning of others and complete any homework to be undertaken, and hand it in on time.
- take responsibility for their own safety and that of others to the best of their ability and commensurate with their age and maturity.
- behave calmly and sensibly when moving round the school, when waiting for lessons and when not directly supervised.
- take care of the school environment, ensuring that everybody's property is respected and safeguarded.
- take pride in their appearance, wearing uniform correctly and smartly.

Sanctions

In most cases of poor discipline, staff will seek not only to use a sanction, but also to provide support for the pupil. This may include sessions with the Form tutor, Head of Year or Deputy Head to help the pupil with any pastoral concerns. The pupil may be supported by a member of the pastoral team, or the pupil and their parents may be directed to an appropriate professional.

Sanctions will be applied fairly and consistently to all pupils, taking account of all circumstances, including the child's age, and within a context of positive reinforcement of good behaviour. Punishments that are humiliating or degrading will never be used. There may be occasions when one of the formal sanctions outlined in this policy are not the most effective way of dealing with certain behaviour, or incidents. In these instances, other sanctions appropriate to the individual case, may be devised with relevant members of staff (Form Tutor, Head of Year, Deputy Head Pastoral). For example:

- withdrawal of break or lunchtime privileges
- withholding participation in any school trips or sports events that are not an essential part of the curriculum
- completion of assigned work or extra written work

- **De-merits**

These can be for poor work (work de-merit), or for poor behaviour (behavioural de-merit). Several de-merits may trigger a telephone call from the Form Tutor to the parents, and the pupil being placed 'on report' (see below); three behavioural de-merits may result in a detention (although this may happen before, depending on discussions between Form Tutor, Head of Year, or Deputy Head). Work de-merits are a minus point, taken off the totals of merits and commendations when they are collected in during the term.

- **Reports**

Pupils can be placed 'on report'. The nature of the report depends upon the area of concern and is tailored to individual pupils e.g. organisation report.

- **Golden Time**

In Year 3 and 4 (Shell) there is a 'golden time' system. Pupils are rewarded at the end of the week with a twenty minute play-session, following good behaviour. Pupils may lose some of their 'golden time' if their behaviour persistently falls below expected standards. Children will always have the opportunity to correct their behaviour and earn back their 'golden time'. Pupils are supported in making good choices.

- **Detention**

Pupils may be put in detention if they accrue multiple behavioural de-merits. Occasionally, very poor behaviour may result in a pupil being put straight into detention, although this is rare and would involve prior discussion between Form Tutor, Head of Year and the Deputy Head. Detention happens during the course of the school day and parents are informed about it.

- **Head's Detention**

More serious breaches of discipline may result in a Head's Detention. This is normally held after school and lasts for one hour. This is usually supervised by the Head of Prep School or Senior Deputy Head. Parents will always be informed by telephone or email, and this is followed up by a parental meeting and/or a letter from the Head of Prep School or Deputy Head, this explains when and why a pupil has been placed in Head's Detention. Parents are given a minimum of twenty four hours' notice.

- **Suspension**

The Prep School Head (or in his absence the Senior Deputy Head) may feel it necessary to suspend a pupil from the College for up to 5 days following a major breach of discipline or an accumulation of disciplinary offences. In such cases it is usual for parents to discuss the situation with the Head of Prep, either at the beginning or the end of the period of suspension. Suspensions of 5 days or more will only be by the College Head and may be subject to a Governor review, following the procedure set out in the College's Exclusion, Removal and Review Policy.

- **Permanent Exclusion**

Only the College Head can permanently exclude a pupil.

Rewards and Sanctions in the Pre-Prep

Behaviour

The Pre-Prep uses Respect Safe Ready as the basis for all behaviour management. These rules are clearly displayed in the front entrance, in the classrooms and are referred in assemblies and in class. Class rules, collated by the pupils, stem from these three rules.

Each year group and class has agreed and well publicised rules, appropriate to the needs, interests and age of the children and link in with the PSHE Jigsaw Programme. These are explained clearly to the pupils and parents. Constant reminders and encouragement take place in class, the playground, in the dining hall and in assemblies. In the EYFS and Key Stage One, behaviour is accepted and understood by staff and pupils as a learning process. Behaviour in the EYFS links in with PSED self-regulation and helps the pupils understand the impact of their behaviour. It is viewed by teaching staff as important to find the best way, for each individual pupil, to respond to the pupil's behaviour and maintain good relationships with them.

Inappropriate behaviour and attitudes are dealt with sympathetically and firmly by involving parents, peers and Pre-Prep staff as appropriate. Staff act as role models. The cultivation of a good, disciplined atmosphere is the responsibility of all staff and it reduces the need for sanctions.

Learning Muscles

The Pre-Prep utilise learning muscles, which are nine habits the pupils learn that support life-long learning. The learning muscles promote appropriate behaviour, which becomes embedded.

League Points and class reward systems

Years 1 and 2 operate a reward system through six leagues (Athens, Carthage, Mycenae, Rome, Sparta and Troy) as well as through praise, stickers and certificates. Reception begin to use league points in Spring Term. The league points are shared with the children half-termly.

Golden Book Award

The weekly Golden Book Award celebrates two children from each class (though a whole class can win the award) who are presented with a certificate for achievement or outstanding behaviour. Their photograph is included in the weekly newsletter. This award can be awarded for courtesy, kindness, effort or achievement.

Achievement and Courtesy Award

Achievement and Courtesy certificates are awarded to two children in each Key Stage 1 class at the end of each term for either progress or achievement.

Contribution Cup

The League Contribution cup and certificate are awarded at the end of each term to one Year 2 member of each league who has contributed in all aspects of Pre-Prep life including social, academic and behaviour.

Reminders and warnings

In the Pre-Prep, the children are spoken to about their behaviour and given an opportunity to adjust what they have been doing. Sometimes, children need time to reflect or have some quiet time. In the Pre-Prep we call this Reflection Time. This involves the children taking time from what they are doing to reflect. This should take place in a safe and comfortable place. Reflection Time may involve another adult sitting alongside the child for support.

Prior to any sanctions being given, the staff will follow a staggered approach to provide ample opportunity for pupils to make the correct choices and adjust their behaviours.

Step 1: Reminder

A reminder of the school rules and what is expected.

Step 2: Caution

A clear, verbal caution is issued – delivered privately where possible.

The pupil is made aware of their behaviour and potential consequences of their behaviour are clearly outlined.

Step 3: Reflection Time

The pupil is sat in a safe place for reflection time – thinking about their actions and the consequences of their behaviour.

Step 4: Sanction

If reflection time does not provide a change in behaviour, the pupil may be placed on sanctions, which may be on-going:

- Taken to speak with the Head of Pre-Prep
- Setting up a behavioural programme with targets and monitoring
- Communication with parents, either a phone call or meeting
- A fixed term or permanent exclusion

Staff will discuss any serious or frequently repeated misbehaviour with the Head of Pre-Prep. If a child does something violent, abusive, racist or unacceptable in any other way, the child may be bypassed the warnings system. Parents will be informed immediately and appropriate sanctions applied.

The use and application of consequences needs to be made clear to the pupils.

All sanctions are recorded on CPOMs.

It must be clear what the offence is and what changes in behaviour are required.

All incidents and parental contact are recorded to note the nature of any misbehaviour and the action taken.

The pupil and adult will have a restorative conversation, which will not only clarify the behaviour expectations but also to ensure the relationship between child and adult remains positive.

Register of sanctions imposed for serious misbehaviour

Each school will keep a record of 'serious misbehaviour' which will include detentions, suspensions and exclusions.