

Changes

- Page 5 Removal of reading book from equipment list
- Page 5 Changed from Progress Tutor to Form Time – and added review of data to routines
- Page 6 terminology change: removed students go to a Safe Haven, not Return to Learn
- Page 8 Terminology change to sanctions from consequences
- Page 8/9 terminology change: Return to Learn changed to Safe Haven
- Page 8 refusal to go to a safe haven added to IER listo
- Page 9 Additions added to IER sanctions – failure to meet work expectations, persistent failure to meet uniform standards
- Page 9 Vaping moved from Suspension section and into to IER
- Page 10 – Information about Return to Learn changed to Safe Haven information
- Page 10 – IER wording changed to match the IER letter, but no substantive changes
- Page 11 Suspension – added “and for further days at a suitable alternative provision from the 6th day.”
- Page 11 – added information about Off-site Direction and Managed Moves
- Page 11/12 PEX – added the Virtual School and / or Social Worker are informed
- Page 19 – Guidance added Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England September 2023
- Page 31 – change to rewards pyramid



Vision

At Biddulph High School we insist on excellence in work and conduct to develop all students into polite, confident and resilient individuals. We believe that every student deserves a positive, disruption free environment where they are safe and can enjoy learning and we aim to deliver this through a warm-strict approach to behaviour management.

Aims

This policy aims to:

- Detail how all students are expected to behave and why.
- Outline the system for both rewards and consequences.
- Provide a consistent approach to behaviour management.

Code of conduct

We expect excellence in work and conduct at all times.

Core Rule	My Personal Best Values
RESPECTFUL Respect staff, other students and the school site and follow instructions without question.	<i>Empathy, Integrity, Responsibility.</i>
RESPONSIBLE Be attentive and work with 100% effort, without interrupting others or your teacher.	<i>Self-motivation, Active Listening, Resilience, Collaboration.</i>
READY Be punctual to school and lessons, with the correct equipment, homework and uniform.	<i>Self-management.</i>

Our policy is built around our three core rules and links to 'My Personal Best' values (see Appendix A). Students have a clear choice every lesson and every day; to either follow the rules, work hard and make progress or to be removed from their peers.

We will be unwavering in our application of these principles and by joining Biddulph High School, all parents/carers and students are agreeing to respect and adhere to the Behaviour for Learning Policy. Whilst no student can be exempted from this policy, we do make reasonable adjustments for students with SEND (See 'Reasonable Adjustments' below).

Expectations

What we expect of all students:	Why do we expect this?
We value our fellow students by treating them with respect.	<i>MPB Values: Empathy, Integrity and Responsibility</i> We are a community and we respect that we are all different and that is what makes us interesting. Tolerance is a key virtue in life.
We follow the instructions of all staff, first-time, without question or answering back.	<i>MPB Values: Responsibility and Integrity</i> We work together as a team so that there is no disruption, and we can learn effectively. We cannot afford to waste learning time.
We will not walk away from any member of staff when they are talking to us.	<i>MPB Values: Responsibility and Integrity</i> We work together and don't waste learning time. Manners cost nothing yet they define us as people. Showing respect and being polite are skills that are important in all walks of life.
We will work exceptionally hard in lessons, putting in 100% effort.	<i>MPB values: Self-motivation, Active Listening, Collaboration and Resilience</i> It is easy to coast in a lesson and just do "enough". But we want you to be more than enough, we want you to be exceptional learners.
We will not distract others or interrupt the teacher.	<i>MPB Values: Empathy, Integrity and Responsibility</i> If learning is interrupted, we will not make as much progress and we are limiting our life chances. It is unfair to our fellow students who want to learn and the teacher who wants to teach.
We will follow the entry and exit routines in every lesson.	<i>MPB Values: Self-management</i> With a consistent beginning and ending to every lesson, everyone is able to start learning as quickly as possible. This maximises progress.
We will sit in the teacher's seating plan in every lesson, without question.	<i>MPB Values: Self-management</i> The teacher is the expert in the room and has designed the seating plan to ensure all students can make maximum progress in the lesson. We work together as a team so that there is no disruption, and we can learn effectively. We cannot afford to waste learning time.
We will attend school every day and be on time.	<i>MPB Values: Self-management</i> Part of our job is to prepare you for life as a young adult where you will have to attend and be on time for many things, including interviews and work. You are forming this habit every day.
We will attend every lesson and be on time.	<i>MPB Values: Self-management</i> Every lesson counts towards you learning and making excellent progress. We take registers every lesson as we need to ensure you are safe in school. On leaving Biddulph High School you will have developed habits that will prepare you for life as a young adult.
We will visit the toilet and fill water bottles during our social times and not during lessons or changeovers.	<i>MPB Values: Self-management</i> We don't want you to be late to lesson and face a consequence or be around the school unsupervised, so you can only do this if you have an emergency or medical pass.

<p>We will not leave lessons or the school site without permission.</p>	<p><i>MPB Values: Self-management</i> Your safety is important and we need to be able to account for every member of the school community at all times, especially in an emergency.</p>
<p>We will have our equipment with us <i>every day, for every lesson</i>:</p> <ul style="list-style-type: none"> • Correct PE kit, if needed. • School bag containing: <ul style="list-style-type: none"> ○ Pencil case with 2 black or blue pens, a pencil, a purple pen, ruler, rubber, scientific calculator. ○ Books and equipment for that day's lessons 	<p><i>MPB Values: Self-management</i> As you move towards becoming a young adult, you need to take responsibility for yourself and being organised and ready for the day ahead is a life skill. If you have the correct equipment, lessons can start quickly and learning time is maximised.</p>
<p>We will complete homework on time and with 100% effort.</p>	<p><i>MPB Values: Self-management</i> Developing habits of independent learning will improve your performance in assessments and allow your teacher to see what you understand.</p>
<p>We will follow the uniform policy, including hair, jewellery and make-up.</p>	<p><i>MPB Values: Self-management</i> Uniform helps to build a feeling of community and identity and that we all belong to Biddulph High School. It stops differentiation and discrimination of students from an advantaged or disadvantaged background. It prepares you for life as a young adult where there will be expectations of appropriate standards of appearance. (See Appendix B for uniform policy)</p>
<p>We understand that we are a mobile communication device free school and that there is a <i>"See it, Hear it, Take it"</i> policy.</p>	<p><i>MPB Values: Self-management</i> Mobile communication devices are a distraction and we want you to engage in all aspects of school life, without interruption. We want students to feel safe in school and so we reduce the opportunity for cyber-bullying and minimise the effects of social media.</p>
<p>We behave responsibly in corridors following <i>"One way, at pace and arrive promptly"</i>.</p>	<p><i>MPB Values: Self-management</i> The majority of our corridors are one-way to ensure you can get to your lessons safely and punctually.</p>
<p>We are privileged to have our own year group social areas, which we will respect and where we will behave responsibly, using the seating supplied.</p>	<p><i>MPB Values: Empathy, Integrity and Responsibility</i> We want the year group social areas to be a pleasant environment where you can relax with your peers at social times. To make them pleasant, we need to show respect to one another and be a community (e.g. pick up litter)</p>
<p>We will stay in our own year group Social Areas before school, at break and lunchtime. We know that all other areas are Out of Bounds, and we use the designated toilets only.</p>	<p><i>MPB Values: Empathy, Integrity and Responsibility</i> We want you to be able to relax with your peers at social times and to keep the whole school community safe.</p>
<p>We know that food and drink should only be consumed in designated areas, never in classrooms and that certain food and drink is banned e.g. chewing gum, energy drinks.</p>	<p><i>MPB Values: Responsibility</i> We want to ensure that students are able to concentrate in lessons and that the school site is maintained to a high standard.</p>

Routines

In school we have clear routines so that all students are consistent in their approach to learning.

Start of school day / after breaktime / after lunchtime:

- Y9 students line up immediately on the bell and stand facing the front, in register order, in silence (Hall).
- Y10 students line up immediately on the bell and stand facing the front, in register order, in silence (Lecture Theatre).
- Y11 students exit their social area as soon as the tannoy sounds (Canteen).
- Y12 and Y13 students exit their social area (Common Room) as soon as the tannoy sounds.

Form Time:

- Progress Tutors will do **daily** checks of: equipment (see expectations above for full list of what you should have with you, every day); and uniform (see appendix B).
- We discuss attendance, behaviour and house point data every week in Form Time.
- There is no wasted time – all students participate in a weekly programme of activities across each year group. Example activities are: Assembly; Silent or Group Reading; PSHE tutorial; My Personal Best Programme; Current Affairs; House Quiz.

Assemblies:

- Students should line up outside the assembly with their Form Tutor, who will check standards.
- Students will be greeted by a member of staff at the door and they should respond appropriately e.g. *“Good morning, Sir/Miss”*.
- Students should enter, sit in their *allocated location* with their Form Tutor, and wait for the start, in silence.
- During the assembly students should be attentive.
- At the end of the assembly, students will be dismissed by Form Tutor Group (or Year Group if a House assembly).

Entry to classrooms:

- Students will line up, in single file outside the classroom (where applicable).
- Students will be greeted by the teacher at the door, and they should respond appropriately to the teacher’s greeting e.g. *“Good morning, Sir/Miss”*.
- Students will complete the *Do it Now* retrieval activity.
- The register will be taken in silence.

During lessons:

- Students will be aware of the teachers’ signal to stop what they are doing and, in silence, listen to the teacher.




Exit from classrooms:

- Students will be directed to pack up equipment before the bell.
- The teacher will sign reports and log behaviour and House Points as necessary.
- Students will stand behind chairs, in silence, and ensure their uniform meets expectations.
- Students will be dismissed by the teacher.
- The teacher will check uniform at the door and acknowledge the student who should respond appropriately e.g. *“Thank you, Sir/Miss”* or *“Goodbye, Sir/Miss”*.

Classrooms

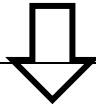
Teachers will create an environment where students feel safe and they can thrive as learners. They will foster positive learning-focused relationships where expectations are high and everyone knows the routines and boundaries. The emphasis is placed upon the student making the right choices, with full knowledge of the consequences.

During lessons we will have a simple 3-stage consequence system:

WARN 	<p>If the student is not adhering to our <i>Code of Conduct</i> or <i>Expectations</i> (see pages 1-3), they will be given a warning, with a clear explicit reason and asked to modify their behaviour. *</p> <ul style="list-style-type: none"> • The teacher may write their name on the board. • Warnings will be recorded on Bromcom by the class teacher. • Arguing about a warning will result in an immediate 'Move'.
 MOVE	<p>If the teacher needs to speak to the student again about not adhering to our <i>Code of Conduct</i> or <i>Expectations</i> (see pages 1-3), the student will be asked to move to a different seat in the classroom (where possible), with a clear explicit reason and asked to modify their behaviour. *</p> <ul style="list-style-type: none"> • Moves will be recorded on Bromcom by the class teacher. • The student will be issued with a <i>same day</i> 20 minute after school detention by the class teacher. • Refusal to move will result in an immediate 'Remove'.
 REMOVE	<p>If the teacher needs to speak to the student a third time about not adhering to our <i>Code of Conduct</i> or <i>Expectations</i> (see pages 1-3), the student will be removed to a Safe Haven.</p> <ul style="list-style-type: none"> • Teachers will email the remove email and removals will be recorded on Bromcom by Pastoral Admin. • The student will be issued with a <i>next day</i> 45 minute after school detention. • Refusal to remove will result in an immediate day in the Internal Exclusion Room (IER).
<p>*If there is a serious incident or extreme behaviour, we go to the Remove stage without a warning.</p>	

Corridors

The majority of our corridors are one-way to ensure you can get to your lessons safely and on-time. Our code of conduct applies to corridors, and you should behave responsibly in corridors following "**One way, at pace and arrive promptly**". Expectations are high and everyone knows the routines and boundaries. The emphasis is placed upon the student making the right choices, with full knowledge of the consequences. In corridors we will have a simple 2 stage consequence system:


WARN 	<p>If the student is not adhering to our <i>Code of Conduct</i> or <i>Expectations</i> (see page 1-3), they will be given a warning with a clear explicit reason and asked to modify their behaviour. *</p> <ul style="list-style-type: none"> • Warnings will be recorded on Bromcom by the member of staff. • Arguing about a warning or walking away from a member of staff will result in an immediate 'Remove'.
REMOVE	<p>If the teacher needs to speak to the student again about not adhering to our <i>Code of Conduct</i> or <i>Expectations</i> (see page 1-3), the student can be moved to IER or Safe Haven, with a clear explicit reason.</p> <ul style="list-style-type: none"> • Staff inform Pastoral Admin and removals will be recorded on Bromcom by Pastoral Admin. • The student will be issued with a <i>next day</i> 45 minute after school detention.
<p>*If there is a serious incident or extreme behaviour, we go to the Remove stage without a warning.</p>	

Social Times

At Biddulph High School we are privileged to have designated Social Areas for each year group. These areas are for social times and students must feel safe and be able to relax with their peers. Expectations are high and everyone knows the routines and boundaries. The emphasis is placed upon the student making the right choices, with full knowledge of the consequences.

- The designated Social Areas for each year group are:
 - Y9: Hall, the Tennis Courts and top of Redgra
 - Y10: Lecture Theatre and bottom of Redgra
 - Y11: Canteen and outside PE office
 - Y12 & Y13: Common Room and Study Room
- During the designated social times (break time and lunch time) students should **only** be in their designated Social Area. Before school all students may access the canteen for breakfast. All other areas of the school are Out of Bounds, *including outside the school building e.g. carparks.*
- If you are attending an extra-curricular club or a revision class, you must have a pass issued by the teacher.
- Our Code of Conduct applies to Social Areas, and you should behave responsibly and as part of the school community. For example; picking up litter to tidy the area where you are sitting, even if you did not drop it; queuing sensibly for food.
- You are expected to be sitting down in your Social Area.
- During the designated social times you should use only the toilets closest to your Social Area e.g. Y9 use the Humanities / Art toilets, Y10 use the Music toilets, Y11 use the PE changing room toilets and Y12 & Y13 use the Sixth Form toilets.

During social times we will have a simple 2 stage consequence system:

<p>WARN</p> 	<p>If the student is not adhering to our <i>Code of Conduct or Expectations (see page 1-3)</i>, they will be given a warning with a clear explicit reason and asked to modify their behaviour. *</p> <ul style="list-style-type: none"> • Warnings will be recorded on Bromcom by the member of staff. • Arguing about a warning or walking away from a member of staff will result in an immediate 'Remove'.
<p>REMOVE</p>	<p>If the teacher needs to speak to the student again about not adhering to our <i>Code of Conduct or Expectations (see page 1-3)</i>, the student will be moved to IER for the remainder of the social time, with a clear explicit reason.</p> <ul style="list-style-type: none"> • Staff inform Pastoral Admin and removals will be recorded on Bromcom by Pastoral Admin. • The student will be issued with a <i>next day</i> 45 minute after school detention.
<p>* *If there is a serious incident or extreme behaviour, we go to the Remove stage without a warning.</p>	

Sanctions

There are lines that we cannot tolerate any students crossing and these will always have a consequence. DFE guidelines state, “*Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction*” (Section 90 and 91 of the Education and Inspections Act 2006). Sanctions can be issued for student behaviour outside of school, as well as on the school site.

Behaviours	Sanction
<ul style="list-style-type: none"> • Late to school (if through the gate after 8.40am, students must enter through reception and sign in) • Late to lesson • Not meeting expected uniform standards • Missing item(s) of equipment • Failure to adhere to standards at line-up • Failure to hand-in homework: warning • “Move” during a lesson • Confiscated mobile communication device 	<p>After school 20-minute same day detention (and return the borrowed items if applicable).</p> <p><i>Students informed by the member of staff.</i></p>
<ul style="list-style-type: none"> • Not following our code of conduct or expectations and being removed from a lesson • Not following our code of conduct or expectations in corridors or during social times and being removed • Failure to hand-in homework after warning & 20-minute detention • Failure to hand-in homework more than twice per half-term (no warning required) • Failure to attend or successfully complete after school 20-minute same day detention • Failure to attend or successfully complete an after school 45-minute next day detention (re-booked once, then escalated to 1 day in IER) • Late to school twice or more in the same week 	<p>After school 45-minute next day detention</p> <p><i>Students informed by the member of staff. Parents/carers informed by either text, call, email or MCAS (see Appendix C).</i></p>
<ul style="list-style-type: none"> • Immediately after a removal from lesson, for the remainder of that lesson • Immediately after a removal from their Social Area at break or lunch time • Removal from corridors after an incident • Uniform that cannot be immediately resolved by: <ul style="list-style-type: none"> • borrowing or purchasing an item; • parent/carer bringing the item in; • removing items e.g. nails/ make-up / hair adornments / jewellery. <p>(NB. Students will also serve an after school 45-minute same day detention <i>each day</i>)</p> 	<p>Time in Safe Haven / Top Corridor:</p> <ul style="list-style-type: none"> • A single lesson or more • Break time • Lunch time • For the full school day, <i>every day</i>, until the issue is resolved <p><i>Students informed by the member of staff. Parent /carers informed by either text, call, email or MCAS (see Appendix C) if for a full day or longer.</i></p>
<ul style="list-style-type: none"> • Failure to meet minimum work expectations in IER (time increased) • Refusal to a removal from a lesson / to go to a Safe Haven / Social Area / Corridor or follow our code of conduct or expectations around school – students will be asked “Are you refusing?” • Failure to arrive at the Safe Haven after a removal 	<p>Time in Internal Exclusion Room (IER) of between 0.5 to 5 days</p> <ul style="list-style-type: none"> • There <i>may</i> be a re-admission meeting with a parent/carer, the student and a member of staff before students can return to school.

<ul style="list-style-type: none"> • Failure to attend or successfully complete a re-booked after school 45-minute next day detention • Repeated or serious instances of <i>any</i> of the above behaviours, for example: multiple moves or removes in a day, week or half term; persistent homework failure (student will need to attend a regular Period 6 session); repeated uniform infringements; persistent lateness to lesson or school; Persistent failure to meet uniform standards etc. (this is not an exhaustive list) • Smoking / vaping or associating with smokers / vapers on the school site or outside the school, in uniform • Swearing at staff (even under your breath) • Racist, sexist, homophobic or any other behaviour that is discriminatory • Bullying – see all types in section below • Truancy – from lessons or school • Vandalism / damage to property • Any other incidents as deemed serious by the Leadership Group 	<p><i>Students informed by the member of staff. Parents/carers informed by either text, call, email or MCAS (see Appendix C).</i></p>
<ul style="list-style-type: none"> • Repeated, persistent or significant instances of <i>any</i> of the above behaviours • Failure to follow our code of conduct or expectations in IER - with the day(s) missed to be served on return to school • Refusal to go to IER - with the day(s) missed to be served on return to school • Theft • Bringing any banned or prohibited items into school • Refusal to confiscation or to hand over banned or prohibited items or to be searched • Physical or sexual assault of another student or member of staff • Persistent defiance or refusal • Persistent disruption • Any other incidents as deemed significant by the Leadership Group 	<p>Suspension (previously Fixed Term Exclusion) of between 0.5 to 5 days and/or Permanent Exclusion (PEX)</p> <ul style="list-style-type: none"> • Before students can return to school lessons after a suspension there will <i>always</i> be a re-admission meeting with a parent/carer, the student and a member of staff. • If there are outstanding days to be served in RTL or IER after a suspension, these will be served immediately following the re-admission meeting. <p><i>Students informed by the Head of Year or a School Leader. Parents/carers informed by either text, call, email or MCAS (see Appendix C).</i></p>

Further Information About Sanctions

The Education and Inspections Act 2006 gives the school the power to impose 'disciplinary penalties', where a student's behaviour falls below the standard which could be reasonably expected of him/her, whether because he/she fails to follow a school rule, or an instruction by a member of staff.

Detentions

There are two types of detention that students can be issued and the expectations in each are:

After school 20-minute **same day** detention

- Students arrive on time and wait outside the detention room.
- Students are registered by a member of staff, enter and go to the allocated seat.
- Students sit in their allocated seat and face forwards.
- Students may read their own book in silence.

- Students leave when dismissed by the member of staff.

After school 45-minute **next day** detention

- Students arrive on time and wait outside the detention room.
- Students are registered by a member of staff, enter and go to the allocated seat.
- Students sit in their allocated seat and face forwards.
- Students may have a restorative conversation with a member of staff.
- Students may read their own book in silence.
- Students leave when dismissed by the member of staff.

Safe Haven

Safe Havens are normally BH6 timetabled lessons, supervised by a class teacher. They are used when: uniform cannot be immediately resolved; students are removed from lessons, social times or corridors; for fixed period interventions from subject lessons; (this is not an exhaustive list).

- Students will be informed of the expectations in the Safe Haven by the class teacher
- Removal from lesson: If the student does not meet *minimum work expectations* during the period, they will stay for a further period.
- Students may complete a reflection statement.
- Students may have a restorative conversation with a member of staff.
- Students work silently, on the subject(s) that they would be studying in lesson(s) that day.
- Where they cannot work on a subject (e.g. a practical lesson such as cooking or PE) they will read their own book or be provided with alternative work.
- If students are in a Safe Haven for persistent uniform infringements, they will arrive at the Safe Haven at the start of registration, remain in the Safe Haven all day and serve a 45 minute after school detention.
- Students will spend break time and lunch time in IER and should bring a packed lunch if they know in advance that they are in a Safe Haven. If students are in receipt of free school meals, a packed lunch can be provided – please inform us if this is required.

BH6 students report to the BH6 Office where they complete a reflection statement and then continue working on their lessons.

Internal Exclusion Room (IER)

IER is an internal alternative to an external suspension and is supervised by a member of staff. IER operates a different start and finish time to the rest of the school of 9am - 4pm. Students have the same access to toilets and drinking water as in the main school.

- Students will report to Reception at 8.55 am and must not enter the school premises before this time. From here, they will be escorted to the allocated Internal Exclusion venue by a member of staff.
- On arrival, students will be asked to hand in their mobile communication device (phone, smartwatch etc.) and this will be stored in reception until 4pm, when they can collect it.
- Students will be supervised at all times during the day and so must provide and bring their own food/drink for break and lunch. If a student is in receipt of free school meals, then a packed lunch will be provided by the school. Please inform us if this is required.
- Students will be given a period of 15 minutes for a break and 40 minutes for lunch, in the Internal Exclusion venue, where they can have something to eat and drink and take a toilet break.
- All books, coursework, writing equipment, calculators etc. for lessons on the student's timetable during time in the Internal Exclusion Room should be brought in and must remain the responsibility of the student. Staff cannot be held responsible for missing books and coursework.
- Whilst in Internal Exclusion we expect students to demonstrate excellence in work and conduct.
 - Students will be placed on an "Attitude to Learning report" which will be completed by the member of staff each period.
 - The school's Code of Conduct and Expectations apply in IER.
 - We will continue to operate the "Warn, Move, Remove" system as in classrooms.
 - There will be a minimum work expectation set out by the teacher, each period. If a student does not demonstrate excellence in work and conduct they could:

- Repeat the Internal Exclusion the following day.
- Be issued with a formal suspension and a mandatory readmission meeting with parents/carers. On the day of return following a suspension, the student will still complete the full day in IER, from 8:55am to 4:00pm.
- All students completing an Internal Exclusion will be dismissed at 4:00 pm (3.10 pm on Mondays) and will be expected to return home immediately and not loiter in the vicinity of, or attempt to return to, the school premises. In the event of student absence, the day(s) in IER will be completed on the day(s) the student returns to school. Parents / carers will not be given further notification as they will be deemed to be aware of the day(s) still to be served.

BH6 students report to the BH6 Office for IER

Suspension (previously Fixed Term Exclusion)

A suspension can be for a period of between 0.5 and 5 days and for further days at a suitable alternative provision from the 6th day. It is a significant disciplinary step and is not a decision taken lightly. You will be informed of the suspension by telephone call in the first instance and then have confirmation in writing.

- During the exclusion the student will be provided with academic work to complete (either paper or on Teams) and they should submit this digitally or return it to school for marking.
- Parents / carers have a duty to ensure that their child is not present in a public place in school hours during the exclusion unless there is reasonable justification for this. Failure to comply can result in a fixed penalty notice being issued.
- Parents / carers have the right to make representations about this decision to the Local Governing Board. Whilst the Local Governing Board is not required to meet and has no power to direct reinstatement, they must consider any representations parents / carers make and may place a copy of their findings on the child's school record.
- Before students can return to school lessons after a suspension there will *always* be a re-admission meeting with a parent/carer, the student, and a member of staff. This is to discuss the reasons for exclusion and to prevent the behaviours occurring again. Support available will be discussed, including any relevant interventions (see list). The minutes of the meeting will be sent to you in writing, in a letter.
- If there are outstanding days to be served in IER after a suspension, these will be served immediately following the re-admission meeting.

Off-site Direction

Off-site direction is when a governing board of a maintained school requires a pupil to attend another education setting to improve their behaviour. Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction should be used to arrange time limited placements at an alternative provision or another mainstream school.

Depending on the individual needs and circumstances of the pupil, off-site direction into alternative provision can be full-time or a combination of part-time support in alternative provision and continued mainstream education. A proposed maximum period of time should be discussed and agreed upon as part of the planning phase for an off-site direction. As part of planning, alternative options should be considered once the time limit has been reached, including a managed move on a permanent basis (if a pupil is placed in a mainstream school) upon review of the time limited placement. The length of time a pupil spends in another mainstream school or alternative provision will depend on what best supports the pupil's needs and potential improvement in behaviour.

Managed Move

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school.

Permanent Exclusion (PEX)

A Permanent Exclusion (PEX) is rare and is a last resort. The Headteacher is responsible for the final decision regarding a PEX. A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and

- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.
 - The Local Governing Board, the Local Authority are informed and if applicable the Virtual School and / or Social Worker.
 - During the first 5 days of exclusion the student will be provided with academic work to complete which should be signed for by the parent / carer collecting the student and they should return after 5 days for marking.
 - Parents / carers have a duty to ensure that their child is not present in a public place in school hours during the first 5 days of exclusion unless there is reasonable justification for this. Failure to comply can result in a fixed penalty notice being issued.
 - Parents / carers have the right to make representations about the decision to the Local Governing Board and ask them to reinstate your child. As it is a permanent exclusion, the Local Governing Board must meet to consider it. The Local Governing Board have the power to reinstate your child immediately or from a specified date, or, alternatively, they have the power to uphold the exclusion in which case parents / carers may ask for the decision to be reviewed by an Independent Review Panel.
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Other Interventions

We recognise that in addition to sanctions, students may need alternative or additional interventions. Below are a range of interventions that we may use (this is not an exhaustive list):

- Change of seating plan by the teacher.
- Students stay at the end of a lesson to have a conversation with the teacher.
- Parent / carers are informed of behaviours by text, email, MCAS notification or telephone call.
- Parent / carers and students attend a meeting with, for example: a Subject Teacher; a Curriculum Leader; their Form Tutor; their Head of Year; an Assistant Headteacher; the Deputy Headteacher; the Headteacher.
- Attitude to Learning (ATL) Reports (see Appendix D): Students are expected to get the report completed in **every** lesson and signed **daily** by the staff member they are on report to *and* their parent / carer. If they do not follow the procedures, there are time penalties. Levels of ATL reports:
 - Green – two weeks, normally to Form Tutor
 - Amber – four weeks, normally to Head of Year
 - Red – full half term, normally to Senior Leadership Team
- Subject reports: Students are placed on report by the Curriculum Leader and students are expected to get the report signed **each lesson in that subject** by the class teacher. They should get the report signed at the end of a two-week block of lessons by the Curriculum Leader
- Withdrawal of break time, lunchtime or other privileges
- Withholding participation in extra-curricular activities
- Withholding participation in educational visits or sports events which are not essential to the curriculum
- A “Time-Out” pass is issued for a fixed period
- Mentoring programme with a peer, member of staff or external agency
- A personalised curriculum / alternative provision that could be: Period of time in Safe Havens; Period of time in the “Teaching and Learning Centre” (TLC); Period of time in the Acorn Centre; College placement; External alternative provision
- Pastoral Support Plan (PSP)
- Alternative Provision Plan (APP)
- Referral to school counsellor or Mental Health Support Team (MHST)
- Referral to SEND & Inclusion Hub
- Referral or signposting to external programmes
- Referral or signposting to external agencies
- Early Help Assessment
- Off-site direction
- Managed Move to another school

- Loss of privileges e.g. to attend a trip
 - Y11 Prom Warning (3 strikes and you cannot attend the Prom)
-

Restorative Practice

It is important that students can reflect on their behaviour after an incident. The aim is to allow students to take control of the situation and reduce repeat offences. This links to the My Personal Best value of *Self-Evaluation*.

To help students do this:

- At the start of a removal to a Safe Haven, an after school 45-minute **next day** detention or time in IER students may complete a reflection document.
 - A member of staff may have a restorative conversation with the student. As well as allowing the student the opportunity to acknowledge what went wrong and how they can avoid the same behaviour happening again, it also demonstrates to the student that staff are supportive and care about them.
-

Mobile Communication Devices

- The following items should be **in your bag and switched off** at all times you are on school property, including before and after school:
 - Mobile phones
 - Tablets
 - Smartwatches
 - Headphones
 - Handheld gaming devices
 - MP3 players
- We operate a **“See it, Hear it, Take it”** policy and the device(s) will be confiscated and stored in reception until 3:35pm (2:45pm on Mondays)
- Students will serve a 20-minute same-day detention
- This will be recorded on Bromcom.
- Refusal to hand over the device(s) immediately will result in the rest of the day in IER until 4pm.
- If students need to contact home, they should approach a member of the Pastoral team or reception.
- Important messages from parents / carers can be relayed to students during the school day by calling reception.

BH6 students are allowed to use Mobile Communication Devices in the Common Room and Study Room but should put them away during lessons and in corridors.

Use of Technology / New Media

- Technology can be exploited by students in order to: Bully; Intimidate; Embarrass; Exploit; Discriminate i.e. Indecent imagery, use of defamatory or intimidating/threatening messages/images. This is unacceptable behaviour, which is not tolerated by parents/carers, the school or the local wider community. Other misuse of social media could include: damaging the school or its reputation; defaming staff or third parties; impersonating staff, other pupils or third parties; using school logos.
- Parents/carers will be contacted in the case of misuse of the Internet and/or school computers. Students will have the consequences of their actions explained, and, where necessary, the dangers to their personal safety. Additional support will be given on the importance of E-Safety.

- The responsibility for monitoring student's appropriate use of social media and technology is with their parents / carers. In cases where social media misuse occurs off the school site, out of school hours and/or is not linked to events that occurred in school, the school recommends this is reported to the police.
- Where social media misuse has taken place on the school site, or where it is directly linked to an incident that occurred within school, we will implement our behaviour for learning policy and initiate where applicable, confiscation or disciplinary sanctions. Where incidents of sexting, shaming or creating of indecent imagery occur, we will follow our safeguarding policy procedures. Police will be contacted where applicable, and parents will be expected to collect the mobile device from the school.

Uniform

We have a school uniform policy which is publicised regularly both to students and parents/carers and which we expect all students and parents/carers to support. Our policy is designed to reflect the need for a standard of dress which is smart and reflects a clear identity for Biddulph High School.

The reasons for having this policy are that:

- School uniform is an effective way of preventing the differentiation between and discrimination against children from advantaged or disadvantaged backgrounds.
- Uniform plays a key role in promoting pride, unity and a feeling of belonging to Biddulph High School.
- School uniform helps young people to accept that there are appropriate standards of appearance for certain circumstances. We want our young people to look smart as an outward indication of a positive attitude generally.
- School uniform helps students to leave outside influences behind, focus on school work and concentrate on learning.

School responsibility:

To ensure that all students are aware of the school uniform requirements and to implement these by the monitoring of student appearance and follow-up of infringements. We will confiscate any items (e.g. jewellery/non-uniform) that contravene the uniform policy and students will be able to collect them from the school Reception after their detention.

Student responsibility:

To make sure that your appearance is in line with school rules regarding the wearing of uniform and the guidelines on hair, jewellery & piercings, make-up and nails. Inform a member of the Pastoral Team immediately if you have an issue with your uniform, e.g. item rips during the school day, and they will seek to help.

Parent / carer responsibility:

We look to parents / carers to support our uniform code fully by ensuring that your child is dressed suitably each day and by supporting us should we need to sanction your child for breaking the rules.

To ensure that your child leaves for school each day correctly dressed, without: extremes of hairstyle or colour; wearing jewellery beyond that stated in the school policy; wearing excessive make-up or fake tan; inappropriate nails. We may ask you to bring an item of uniform to school if we are unable to lend your child a spare item for that day. Inform the school immediately if there is an issue with an item of your child's uniform or you are finding it difficult to replace an item. Piercings should be done at the start of the summer break, to allow sufficient time to heal, so that they can be removed in September.

As students get older, they invariably try to add their own 'style' to their uniforms and it can be, at times, difficult to keep variations of uniform in check – particularly as fashion trends change. It is for this reason that we have tried to be as clear as possible with our guidelines.

We enforce our uniform guidelines (including hair, jewellery & piercings, makeup and nails) firmly but fairly – if students are not wearing the correct uniform, they will not be able to participate in lessons with their peers, and will be educated in a Safe Haven until the issue is resolved.

It is worth noting that if you buy a skirt, a pair of trousers or a pair of shoes and you are concerned as to its suitability, we are more than willing to check it for you in school. All you or your child need to do is bring it in, with the tags still attached, and we will look at it for you.

Please see the school's website for the full school uniform policy. <https://biddulphhigh.co.uk/school-uniform/>

BH6 students have a different uniform and details of this can also be found on the school's website. <https://biddulphhigh.co.uk/sixth-form/student-information/>

Searches

- School staff can search a student for any item if the student agrees. Schools are not required to have formal written consent from the student for this sort of search – it is enough for the teacher to ask the student to turn out his or her pockets or if the teacher can look in the student's bag or locker and for the student to agree.
- A student refusing to co-operate with a search raises the same kind of issues as where a student refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.
- Headteachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student is in possession of a prohibited item. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to suspect that the pupil is concealing a prohibited item.
- Prohibited items are:
 - knives or weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - to commit an offence, or
 - to cause personal injury to, or damage to the property of, any person (including the student).
- Headteachers and authorised staff can also search for any item banned by the school rules. Banned items include:
 - Other smoking paraphernalia
 - E-cigarettes, vaping equipment (incl. vape liquid)
 - So-called “legal highs”
 - Inappropriate digital images or videos
 - Laser pens
 - Items not in the school uniform policy e.g. earrings, nose rings, hair adornments, make-up, fake tan/eyelashes, hoodies, coats not stored in lockers etc.
 - Items of food e.g. chewing gum, energy drinks, glass bottles
- The member of staff conducting the search should be the same sex as the student being searched; and there must be a witness (also a member of staff) and, if possible, also the same gender as the student). There is a limited exception to this rule. We can carry out a search of a student of the opposite sex and / or without a witness present, but only where we reasonably believe that there is a risk that serious harm

will be caused to a person if we do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

- The authorised person conducting the search may not require the student to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear. 'Outer clothing' includes hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the student has or appears to have control – this includes desks, lockers and bags.
 - Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on school trips in England or in training settings.
-

Confiscation

- Schools' general power to discipline, as circumscribed by Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.
 - School staff can seize any prohibited or banned item found as a result of a search.
 - School staff can also seize any item they consider harmful or detrimental to school discipline.
 - Items can be confiscated where they contravene other rules, such as: mobile communication devices; jewellery; incorrect items of uniform; coats and other items. These confiscated items will be retained and can be collected at 4pm (3:10pm on Mondays)
 - Prohibited items that are confiscated will be either disposed of, destroyed or passed to the Police, where applicable. (see guidance in Searching, screening and confiscation January 2018)
-

Use of Reasonable Force

- All members of school staff have a legal power to use reasonable force.
 - Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, from causing disorder, committing an offence, and to maintain good order and discipline in the classroom.
 - In a school, force is used for two main purposes – to control pupils or to restrain them.
 - The decision 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.
 - Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.
-

Off Site Behaviour

Students are ambassadors for Biddulph High School when they are in the local community or further afield and we expect them to demonstrate a high standard of conduct and behaviour.

- This includes behaviour on activities arranged by the school, such as work experience placements, educational visits and sporting events; behaviour on the way to and from school; behaviour when wearing school uniform in a public place and in some other way identifiable as a student of the school.
- The school expects students to maintain good order on transport, educational visits or other placements such as work experience or college courses; refrain from behaviour which might threaten the health and safety of students, staff or members of the public or behave in a way which might harm the reputation of the school.

- The school will enforce its behaviour for learning policy in circumstances where behavioural incidents have occurred outside the school day and may lead to students intimidating, bullying or assaulting another student or students out of school (evenings, weekends and holidays).
 - If students have committed an assault, or been victim of an assault, it is recommended that parents/carers contact the police. In these cases, the sanctions or interventions used by the school will be applied in line with the normal sanctions set out in this Policy. This also applies if an incident occurs and the student(s) are not in school uniform.
 - In response to non-criminal unacceptable behavior and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, disciplinary penalties imposed will be to such an extent as is reasonable.
 - The school will ensure that all educational visits information for parents/carers and students includes clear expectations about behaviour standards and/or processes. The school will ensure that staff leading an educational visit understand the procedures to manage any misbehaviour.
 - Biddulph High School will not tolerate abuse or intimidation of staff by students when not on the school site, and when not under the lawful control or charge of a member of staff of the school.
 - Staff are made aware that:
 - They have the same rights of protection from threat as any citizen in a public place
 - They should use their professional judgement about immediate action to take in circumstances where a number of young people are present and displaying intimidating behavior
 - Their first concern must be for their own personal safety
 - They should make clear that the student has been recognised, even if in a group of young people
 - They should then use their judgement about how to leave a difficult situation without provoking further confrontation.
 - Staff who feel that they have been subject to abuse or intimidation by students outside of school should refer the issue in the first instance to the Headteacher. The school will apply disciplinary sanctions and restorative justice procedures as appropriate at a suitable time when the student is in school.
-

Malicious Allegations

- Disciplinary action will be taken against students who are found to have made malicious accusations against school staff.
 - Allegations of abuse will be taken seriously. The school will ensure that allegations against staff are dealt with quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort must be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported.
 - Students that are found to have made malicious allegations are likely to have breached school behaviour policies. The school will therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).
-

Bullying

Bullying is behaviour repeated over time, by an individual or group, that intentionally hurts another individual or group either physically or emotionally. Bullying is never tolerated at the school and all allegations will be investigated. Please see our Anti-Bullying Policy.

Rewards

The school recognises that the vast majority of students want to “do the right thing” and it is right that they are rewarded for this. Rewards are designed to promote good behaviour as well as supporting the My Personal Best values.

Students may receive:

- House Points
- Verbal praise from a member of staff
- A praise postcard
- Letter emailed to parent/carer
- Phone call home
- Magic Muffins
- Headteacher’s weekly award
- Acknowledgement in rewards assemblies
- Certificates
- Movie afternoons
- Reward trips

Our Rewards/House system is based around collecting House Points. Staff can award House points to students that demonstrate behaviours in-line with our values and students can “cash-in” their points for various rewards. (See Appendix E for full details).

Responsibilities

The Local Governing Board

The Local School Governing Board is charged with the duty to have policies designed to promote good behaviour and discipline. They are responsible for monitoring the effectiveness and implementation of the policy.

Headteacher Responsibility

The Headteacher's role is to implement this policy and to establish and maintain a behaviour for learning policy that promotes learning, self-discipline, respect for others and proper regard for authority. The Headteacher will ensure that the school environment encourages positive behavior and that the emphasis is on encouraging and rewarding good behaviour.

Staff Responsibility

Staff are responsible for fairly and consistently implementing the behaviour for learning policy and for recording behaviour incidents on the MIS and contacting parents/ carers where necessary. Staff will model positive behaviour and consistently reward students through the Merit system. Staff may use Progress Tutor time and/or Assemblies to promote the behaviour for learning expected of students in the school.

Parent / carer responsibility

- Support and respect the school’s behaviour for learning policy and the disciplinary authority of school staff
- Support their child in adhering to the behaviour for learning policy
- To send their child to the school each day punctually, suitably clothed, fed, rested, and equipped and ready to learn
- To attend meetings with the Headteacher, Head of Year or other school staff, if requested, to discuss their child’s behaviour
- Inform the school of any changes in circumstances that may affect their child’s behaviour, including SEND or personal factors

- Discuss any behavioural concerns with the Progress Tutor or Head of Year promptly
 - Ensure the school has an up to date email, mobile and/or home telephone number
 - Download and use MCAS (see Appendix C)
 - Check Attitude to Learning Reports daily and sign them.
-

Reasonable Adjustments

No guidance or policy can cover every eventuality or every type of need that may need to be considered in the school's behaviour policy. However, we aim to ensure that we will consider individuals' needs when applying the behaviour policy; undertaking student assessment and identification of need.

All students, including those who have an Educational Health Care Plan, an identified additional need(s) or are looked after by the Local Authority will be expected to follow the behaviour for learning policy.

However, reasonable adjustments will be made for some individuals. Advice from the school's Special Educational Needs and Disabilities (SEND) Department and from external agencies when appropriate will be taken and communicated to all staff. Alternative strategies will be employed as agreed with all stakeholders.

Staff can refer to the SEND register, individual support plans (ISP) or Pastoral Support Plans (PSPs) for further information. Some students may need a differentiated approach in order to break down their individual barrier to learning and understanding. Further guidance is available from the SEND Coordinator and Heads of Year.

The fact that some vulnerable students have the necessary understanding and competences to follow school rules but simply make a conscious choice to behave differently underpins our firm framework that can be consistently applied in these cases, even where students may have SEN or other difficulties. A clear framework of rules, rewards and sanctions that is linked to communally agreed rights and responsibilities helps all students to make appropriate choices. It provides clarity about what is expected and what will happen as a consequence of their behavioural choices.

Links to Other Policies

- Anti-Bullying
 - Attendance
 - Safeguarding Incorporating Child Protection
 - SEND Policy Incorporating LOCAL OFFER
 - eSafety
 - Rewards
-

Guidance, Legislation and Statutory Requirements

- Behaviour in Schools July 2022
- Searching, screening and confiscation July 2022
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England September 2023
- School Standards and Framework Act 1998
- Education Act 1996
- Education Act 1997
- Education Act 2002
- Education Act 2011

- Education and Inspections Act 2006, 2011
 - School Information (England) Regulations 2008
 - Equality Act 2010
 - The Education (Independent School Standards) (Amended) (England) Regulations 2014
 - Schools (Specification and Disposal of Articles) Regulations 2012
 - The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
-

APPENDIX A:

MY PERSONAL BEST

My Personal Best is a character education programme that supports the school motto "*Achieve Excellence*". It has 4 strands and 16 associated values. Many of these values link directly to attitude and behaviour and aim to develop life skills that will benefit students long after they leave Biddulph High School.

My Personal Best strands:



MY PERSONAL BEST

Why are these life skills important?

Education: teachers want pupils to be confident, resilient and reflective learners.

Work: employers want reliable, collaborative and resourceful employees.

Society: everyone benefits from considerate, responsible and imaginative learners.

Personal Lives: we all want self-esteem, positive relationships and motivation to feel fulfilled.

My Personal Best aims to develop YOUR life skills, leadership skills and employability skills. It looks to encourage YOU to thrive and achieve YOUR personal best – in school, in work and in YOUR personal life.

Healthy and Physical ME

Healthy and Physical ME looks to develop YOUR awareness so that YOU can make informed choices.

Social ME

Social ME looks to develop YOUR skillset when understanding and working with others.

Thinking ME

Thinking ME looks to develop YOUR mindset by thinking rationally and imaginatively.

This is ME

This is ME looks to develop YOUR personal qualities, by encouraging you to believe in yourself.

Can I be better than yesterday?

My Personal Best Values:



APPEARANCE

HAIR

We will not accept extreme hairstyles which tend to be in fashion as trends change. It is difficult to be prescriptive about this but it is worth noting that the following styles have never been acceptable:

- Tram lines or patterns in the hair.
- An all over grade 1 haircut.
- Coloured streaks or shadings in unnatural colours such as reds, pinks, greens, purples, blues etc.
- Bleach used to create an obvious pattern in the hair, such as bleach used to streak down the centre of the hair, which contrasts with the rest of the hair colour.
- Decorative inserts such as feathers, tinsel or braids etc.

JEWELLERY & PIERCINGS

The only jewellery allowed to be worn in school is a watch and one pair of stud earrings (one in each lobe). No facial piercings of any sort (nose, eyebrow, lip, chin, tongue etc.) It is not acceptable to wear clear studs or a plaster over the piercing.

NAILS

Only clear and pale pink nail varnish may be worn in school. No gel, acrylic or excessively long nails.

MAKEUP

Subtle makeup can be applied. No fake eyelashes and no heavy eye makeup, blusher or lipstick. No fake tan that looks unnatural.

SCHOOL UNIFORM

To reduce the cost to families, we have limited our compulsory branded uniform to just 3 items – blazer, tie and PE polo shirt. All other items can be bought from any retailer, *but must be of the approved style*. If you are unsure about any item that you intend to purchase, please contact the school and we will be happy to advise you.

Compulsory:

- Navy blue BHS logo blazer (***approved school style from suppliers – see below***).
- School tie – house colour * (***approved school style – see below***).
- **New Year 9 parents** - *Please do not purchase a tie from suppliers directly, as you need to know which House your child is placed in. Ties will be available to purchase from the school directly on ParentPay and given to your child on the induction day in September.*
- Plain white school shirt, short or long sleeved.
- Charcoal full-length trousers or plain knee-length charcoal skirt (see approved styles below).
- Charcoal tailored knee-length school shorts may be worn in the summer term (see approved styles below).
- Black tights or black or white socks (ankle or knee length, but **not** over the knee socks).
- Plain black school shoes, not boots, that can be polished (see approved styles below).
- Trainers or shoes/boots with logos (even if black logos) or coloured markings on them are not appropriate. Shoes only, no boots. Shoes need to be substantial – ballet style shoes, slipper shoes, shoes with thin soles, high heels, open toe, or mules are not appropriate.

Optional:

- Plain navy, long-sleeved jumper or tank top, fine knit with a V-neck (see approved style below).
- Jumpers are not an alternative to the blazer – a blazer must be worn at all times. If a student becomes too warm with both the blazer and the jumper, the jumper is the item that needs to be removed.

BLAZER AND TIES: Approved styles from suppliers

	<p>Year 9 & 10</p> 	<p>Year 11</p> 
<p><i>* New Year 9 parents - Please do not purchase a tie from suppliers directly, as you need to know which House your child is placed in. Ties will be available to purchase from the school directly on ParentPay and given to your child on the induction day in September.</i></p>		

SKIRTS AND TROUSERS: Approved styles



- The skirt should be of a straight, tailored style with a rear split and charcoal grey.
- The skirt should have a waistband and the skirt should sit on the waist; it should not be shorter than approximately 2½cm (1 inch) above the knee and loose fitting.
- The school skirt should not have any side splits.
- If you do not purchase the skirt from the recognised supplier, you must ensure that the skirt meets all of the mentioned criteria.



- The trouser should have a waistband, no belt; it should be full length and charcoal grey.
- The waistband of the trouser should sit on the waist and not on the hips; the line of the trouser should be parallel and loose fitting; flared trousers or tight trousers are not appropriate.
- The hem of all trousers should be at least 6cm (2½ inches) from the floor.
- The school trouser must have a crisp front crease down the legs.
- If you do not purchase the trousers from the recognised supplier, you must ensure that the trouser meets all of the mentioned criteria.

SHORTS: Approved styles



- **Shorts may only be worn in the summer term ONLY**
- The shorts should have a waistband, no belt; they should be knee-length and charcoal grey.
- The waistband of the trouser should sit on the waist and not on the hips; the line of the shorts should be parallel and loose fitting; tight shorts are not appropriate.
- The school short must have a crisp front crease down the legs.
- If you do not purchase the shorts from the recognised supplier, you must ensure that the shorts meet all of the mentioned criteria.

SKIRTS AND TROUSERS: Unacceptable styles



Jersey tube skirts



Pleated skirts



Skater style skirts



Leggings



Skinny jean style



Jersey trousers



V-neck navy fine knit jumper



Crew neck jumper / sweatshirt / hoody

SHOES: Approved styles



If you are in doubt about the shoes you want to purchase, please contact the school and we can check the style for you.

SHOES: Unacceptable styles



PE KIT

Compulsory:

- BHS logo navy polo shirt (**approved school style from suppliers – see below**).
- Plain navy PE shorts (see approved styles below).
- Plain navy knee-high sports socks (see approved styles below).
- Training shoes / trainers.
- Gum shield (Boys Rugby only).

Optional:

- BHS logo navy training top (approved school style from suppliers – see below).
- Navy or black long sleeved sports base layer (to be worn *under* BHS logo navy polo shirt).
- Navy or black training pants with no big logos (see approved styles below) **
- Navy or black **opaque** sports leggings with no big logos (see approved styles below) **
- Football boots* – Needed for Rugby lessons and competitive Rugby matches (Boys only) and competitive Football games if selected (Boys and Girls).
- Shin pads for competitive football.

* Football boots are not allowed on the Astro Turf.

** BHS logo training pants and BHS logo sports leggings are also available from suppliers.

COMPULSORY PE KIT: Approved styles		
 <p>BHS logo navy polo shirt</p>	 <p>Navy PE shorts</p>	 <p>Navy sports socks</p>
OPTIONAL PE KIT: Approved styles		
 <p>BHS logo navy training top</p>	 <p>Navy or black training pants with no big logos or no logo</p>	 <p>Navy or black sports leggings with no big logos or no logo</p>
OPTIONAL PE KIT: Unacceptable styles		
 <p>Training pants with big logos</p>		 <p>Leggings with big logos</p>

Branded school uniform and PE kit is available from:

- Clive Mark, 25 High Street, Newcastle under Lyme, Staffordshire, ST5 1QZ Tel: 01782 621721
<https://clivemark.co.uk>
- Smart Uniform, Harvey House, Hassell Street, Newcastle under Lyme, Staffordshire, ST5 1AR
Tel: 01782 713650 <https://smartuniform.co.uk> email: shop@smartuniform.co.uk

APPENDIX C:

MY CHILD AT SCHOOL APP

As we are trying to be a 'paper free' school, all communication is done via email/MCAS (My Child At School). Please find details below of how to download MCAS onto your phone or tablet.



Our School ID is: 11291

www.mychildatschool.com

WHAT IS THE MCAS APP?

The MCAS Parent App provides:

- Access to real-time Timetable, Calendar, Attendance and Behavioural data
- An insight to parents on their child's schoolwork (homework topics etc.)
- Communication facilities to improve contact between parents and schools
- Instant access to Published Reports and Letters
- School Announcements and Parent Evening information
- Examination Timetables and Results

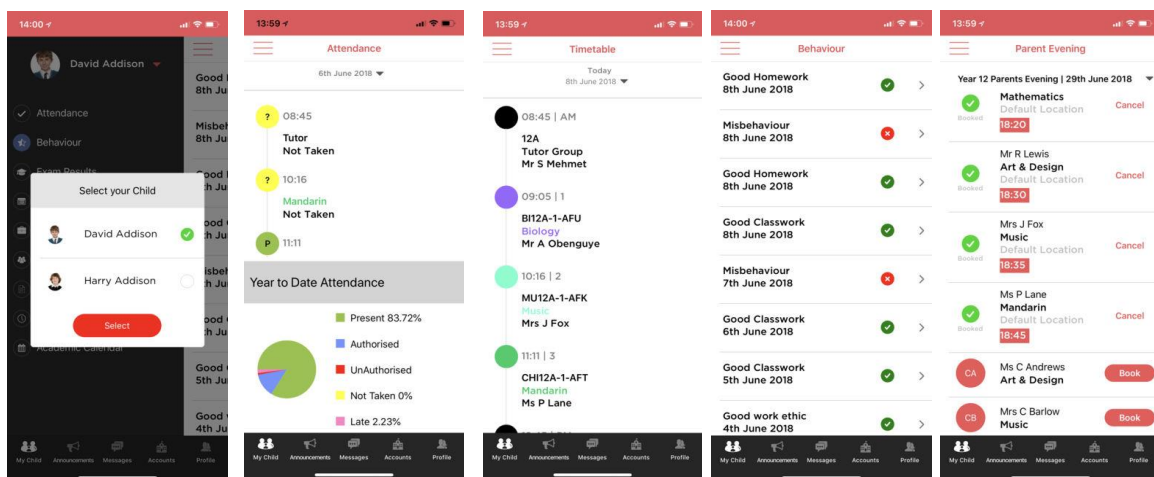
You will receive your Username and Password via letter when your son/daughter joins the school.

If you have forgotten your details, please contact the office.

Please note the minimum requirements are:

iOS 8.0 or later. (2014) Playstore 6.0 Marshmallow (2015)

Below is a sample screenshot:



ATTITUDE TO LEARNING (ATL) REPORTS

ATL reports are green, amber or red.

ATL grade	<p style="text-align: center;">What does it mean? What can you do to improve?</p> <p><i>You believe in yourself and take extra responsibility for your learning in order to make great progress and achieve:</i></p> <ul style="list-style-type: none"> • You are always punctual, organised and ready to learn, e.g. you have all the equipment you need to support your learning. • You always listen carefully to teachers and other students so that you can learn from them and build upon their ideas. • You make excellent and regular contributions to group work and class discussions. • You develop what you have learnt in lessons in your own time, e.g. doing wider reading, completing extension tasks. • You always hand in your homework on time and show you have worked hard on it. • You are determined to succeed and never give up – even when it is hard, you show resilience. • You read your teachers' feedback and act on the advice to help you improve your mark next time and make progress. <p><i>You believe in yourself and take responsibility for your learning; but you could improve some things:</i></p> <ul style="list-style-type: none"> • You are always ready to learn and usually have the equipment you need. • You regularly listen carefully to teachers and other students so that you can learn from them • You usually get involved and make positive contributions to group work and class discussions e.g. asking and answering questions. • You are trying to take responsibility for your learning and progress, e.g. doing wider reading, completing extension tasks. • You usually hand in your homework on time. • You read your teachers' feedback and act on the advice to help you make progress. <p><i>You try to believe in yourself and are generally positive about your learning, but you don't always achieve your full potential and are not doing as well as you could:</i></p> <ul style="list-style-type: none"> • You listen to instructions and carry out tasks but not always to your full potential. • You listen to teachers and other students, but you can sometimes get distracted and miss key information. • You sometimes answer and ask questions, but you don't always make the effort to and rely on other students. • You read your teachers' feedback, but don't always add sufficient detail to improve your work for full marks. • You usually complete your homework but don't take the opportunity to add the detail needed for full marks. • You sometimes give up too easily and need to show more resilience when working on challenging tasks. <p><i>You don't always believe in yourself and this is shown in your attitude and means you aren't achieving your full potential.</i></p> <ul style="list-style-type: none"> • Your learning might be being affected because of your attendance, punctuality and lack of equipment. • You interrupt lessons, which means you stop the learning of other students e.g. talking when the teacher is talking. • You do not always complete the work expected in the lesson or it is rushed and of poor quality. • You don't always do what the teacher asks, you may argue and answer back. • You often fail to hand in homework on time or have clearly rushed it. • You don't always read your teachers' feedback or complete the improvements needed.
1	
2	
3	
4	

Student's Name:

Tutor Group:

Week commencing:

Student specific targets (if relevant):

1.

2.

3.

HOUSE POINTS SYSTEM

House Point Rewards



Collect your House Points and then cash them in for a reward on the Portal

£10 Gift voucher	600
Scientific calculator	500
Meal Deal	400
Lunch Item	300
Free Chips	250
Magic Muffin	200
Pencil Case	175
Free Bacon/Sausage Twist	150
Free Drink	140
Free Hot Drink	125
Early Lunch Pass *Chip Day*	80
Early Break Pass	60
Early Lunch Pass	60
Q Jump Pass	40