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Bishop Fox's

Policy Details	
Name:	Behaviour for Learning Policy
Statutory (Y/N):	Yes
Website (Y/N):	Yes
SLT Lead:	Assistant Headteacher (Student Behaviour and Personal Development)
Approved by:	Inclusive Education Committee
Date Approved:	October 2026
Next Review Date:	September 2027

This policy should be operated in conjunction with the Equality Policy, SEND Policy, Home School Agreement, Mobile Phone Policy, Uniform Policy, Attendance Policy, Medication Policy, Social Media Policy, Online Safety Policy, Use of Artificial Intelligence (AI) Policy, IT Acceptable Use Agreement, Physical Intervention Policy and the Suspension and Exclusion Policy.

Aims of Policy

At Bishop Fox's School, our core purpose is to secure the very best life chances of children and young people. Every stakeholder is committed to providing high-quality education for all. Children and young people are taught to have a powerful sense of pride and a positive attitude to learning so that everyone feels safe, happy, healthy and confident.

Our mission is that we are an aspirational learning community where everyone strives to become successful lifelong learners who are resilient, respectful and responsible citizens.

We share a commitment to ensure every student is known, valued, safe, heard and treated with equity, so that every student can build belonging.

This Behaviour for Learning Policy aims:

1. To support students to take pride in their behaviour.
2. To support a culture of acceptance, achievement, ambition and inclusivity with no learning opportunity wasted.
3. To provide clarity for staff, students, parents/guardians and the community about what behaviour is acceptable.
4. To build strong, positive and trusted relationships.
5. To encourage students to make positive choices and take responsibility for their own actions.
6. To enable teachers to deliver engaging, creative and experimental lessons.

Purpose of Policy

Bishop Fox's School encourages good behaviour through high expectations, clear policy and an ethos which ensures students show pride in their conduct and learning by making positive behaviour choices.

Bishop Fox's School has a comprehensive package of rewards in place to reinforce and praise good behaviour. There are clear sanctions for those who do not make positive choices and therefore fail to comply with the school's behaviour policy.

This policy aims to outline the measures by which the school promotes good behaviour, self-discipline and respect to ensure Bishop Fox's School is a safe place for all.

As a UNICEF Rights Respecting School, Bishop Fox's School has embedded the principles of the UN Convention on the Rights of the Child (UNCRC) into its behaviour and relationship practice through the consistent use of Rights Respecting Language. This approach ensures that every student is recognised as a rights-holder whose dignity, safety and wellbeing are central to school life.

The school expects all staff to use calm, respectful and non-confrontational language that promotes positive relationships and reinforces the link between rights and responsibilities. Behaviour discussions are framed around the impact of actions on others' rights, while students are encouraged to take responsibility for their choices and reflect on how their behaviour affects the wider community.

The commitment of staff, students and parents/guardians is vital to develop a positive whole school ethos.

This policy applies to all students at any time they are recognisable as a Bishop Fox's School student. This is regardless of whether this is before, during or after school hours. This also relates to all matters relating to social media and online activity. The application of this policy is not dependent on whether the student is wearing school uniform.

1.0 Rewards and Recognition

Bishop Fox's School recognises that the vast majority of students make positive behaviour choices everyday. Students are encouraged to take responsibility for their behaviour, understanding the link between positive actions and positive outcomes. Rewards reinforce the school's values: Aspiration, Confidence, Kindness, Responsibility, Respect and Resilience.

The school promotes positive behaviour through a structured rewards system that recognises effort, achievement, and personal development. Bishop Fox's School regularly celebrates the success of all students in a variety of ways. Rewards are applied consistently by all staff and recognised at different intervals across the year.

Listed below are the ways we celebrate success with students, parents/guardians and staff during the academic year.

Daily and Ongoing Recognition

- Positive Achievement Points are awarded by all staff for effort, improvement, and success.
- Additional recognition includes phone calls home, postcards, and reading rewards to celebrate sustained effort and achievement.
- The Class Charts Rewards Store allows students to redeem points, reinforcing the link between positive behaviour and tangible rewards.

Group and Attendance Rewards

- Inter-form competitions reward tutor groups for high or improved attendance and high or improved achievement points.

Regular Recognition

- Awards such as Star of the Month and Headteacher's Commendations celebrate exceptional achievement and progress.
- Half-termly awards recognise character strengths and excellent attendance.
- Termly, Heads of Year Awards include achievement certificates, progress recognition, subject excellence and tutor awards.
- Bi-annually, Excellence Awards and Sporting Colours are awarded.

Annual Recognition

- Annual awards celebrate academic success, effort, progress and wider contributions to school life, including extracurricular involvement.

2.0 High Expectations

The overarching expectations that we seek to promote at all times are identified in the Student Code of Conduct:

1. Follow instructions from all members of staff

It is expected that students will all behave in ways appropriate to where they are and what they are doing and that students will all work within such rules that are necessary to maintain appropriate levels of safety and security.

2. Have pride in your efforts and complete all activities to the best of your ability

It is expected that students will all work hard, accept challenges and be prepared to operate beyond their comfort zones.

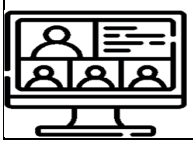
3. Treat all members of the community with respect

Every individual is unique. Students are expected to treat their peers and staff with respect and courtesy. In exchange, students are entitled to expect respect and courtesy from their peers and from staff.

3.0 Creating A Positive Learning Environment

All teaching staff have a programme of professional development and training designed to help them consistently improve their practice and establish a healthy behaviour culture. Our Behaviour for Learning Key Principles allow us to create consistent and clear routines. These routines reduce cognitive load for students and enable them to thrive in a secure environment, whilst creating a culture of high expectations. At Bishop Fox's School, all Behaviour for Learning Expectations and Teaching and Learning Expectations are regularly reviewed by staff and students.

3.1 Behaviour for Learning Key Principles

1. Through meet/greet, promote a positive atmosphere at the start of lessons	
	Establish clear routines and procedures by proactively patrolling corridors as part of meet/greet, model positive interaction with all students addressing uniform concerns. Demonstrate unconditional care to create a classroom environment that is welcoming, supportive and inclusive to build and maintain positive relationships.
2. Positive Reinforcement	
	Implement a system of positive reinforcement to acknowledge and reward students who consistently demonstrate "Ready to Learn" expectations. Provide verbal praise or written recognition on the Positive Points side of our Ready to Learn Board. Celebrate individual and collective successes to build and maintain our positive culture within lessons. Positive: Negative (9: 1 is evident in all classrooms).
3. Effective planning for classes/groups/individuals	
	Having a well-organised and planned working environment, taking into account the diverse needs of all students. This includes up to date seating plans, ILPs and APDRs interventions with regular reviews. Recognise that students have unique needs and provide individualised support to help them meet the "Ready to Learn" expectations. Class teacher to complete the Ready to Learn Review form for individual/ group concerns, liaising with tutor/HOY/CTL using a solution focused model.
4. Clearly Communicate Ready to Learn Expectations	
	Routines are absolutely crucial to good behaviour management. Use the Ready to Learn system, with clear and consistent language, referring to the Ready to Learn expectations, including language such as: • *"3,2,1 Ready to Learn"* to enable silence when delivering instructions • *"I'd like to remind everyone that off-task they must listen respectfully when others are talking"*, by giving collective reminders. • *"(Student name) you are not meeting the Ready to Learn expectations as you are not listening in silence. I need you to listen respectfully when others are talking",* when giving warnings.
5. Collaborate with Students, Parents/Guardians and Colleagues	
	When issuing a Ready to Learn warning on Class Charts, ensure the description does not include other student names (due to GDPR) but provides parents/guardians with a detailed account of the incident. This will appear on the activity feed for both students and parents/ guardians. If appropriate, follow up with a phone call home and ensure a restorative conversation is held in a timely manner (within 24 hours and before next lesson) using the Restorative Conversation Question and Phrases – Help Guide.
6. End of Lesson Conclusion	
	Teach and reinforce end of lesson routines consistently to create a structured and predictable end to each lesson. Ensure students are dismissed in a calm manner with correct uniform.

3.2 Teaching and Learning Key Principles

Our Teaching and Learning Key Principles provide staff with evidence-informed guidance that will have the greatest impact on student outcomes.

1. Activating prior knowledge through silent starters
 Enable students to start pre-planned tasks with minimal or no direction from the teacher. These tasks are an opportunity to activate prior knowledge to support learning within the lesson. They should also be used as an opportunity to test students' ability to recall important tier 2 or 3 vocabulary.
2. Establishing quiet classrooms to promote independence and mastery
 Quiet periods of the lesson will allow in most subject areas, students to read, practice extended writing or provide multiple practice opportunities. The teacher should circulate and provide purposeful interventions with individuals.
3. **Appropriate challenge to motivate students**
 Teachers must take into account the needs of all students including those from disadvantaged backgrounds, those with SEN and high prior attaining students to ensure they can progress their knowledge of tasks, strategies, and of themselves as learners. Information such as ILPs, reading scores, APDRs and CATs data should inform the planning of lessons accordingly. Lessons should use a variety of tasks which are accessible but require increasingly more complex thought to not overload students' cognitive processes.
4. Developing oracy through effective student talk and dialogue
 Teachers must ask challenging questions which promote dialogue and discussion between students. By providing oral feedback, teachers can support students to take part in regular exploratory talk and develop their learning effectively. Strategies should promote the use of tier 2 and 3 vocabulary in their response.
5. Deploying formative assessment strategies to check for understanding
 Used effectively to check students understanding, inform teaching and guide students throughout the learning process. Teachers use strategies in lessons to provide immediate feedback in order to address gaps in knowledge and misconceptions.
6. Responding to summative assessment through whole class feedback
 Teachers use whole class feedback and directed improvement time to enable students to know "What went well" and enable students to improve work based upon "Even better if". Green pen is used to ensure students can easily refer back to improvements in subsequent work.
7. Modelling clear examples to promote application of learning
 Providing students with worked examples allows abstract concepts to become concrete, whilst also demonstrating a benchmark for excellence. Teachers should narrate their thinking to develop students' metacognitive ability to unpick how to approach a task before offering multiple practice opportunities through an "I do", "we do", "you do" approach.
8. Maximising clarity of explanation through direct instruction
 When introducing a new concept teachers consider their "script" to reduce cognitive overload and maximise clarity. Teachers are economic with their language and provide examples and non-examples so students can easily form rules as part of their learnt concepts (schemas).

3.3 UNICEF Rights Respecting Language

Staff consistently reinforce the school's core values of being Respectful, Responsible and Kind, alongside the use of Ready to Learn language. Positive behaviour is promoted through clear instructions, positive framing and recognition of appropriate conduct, helping students understand expectations and reducing ambiguity.

Following incidents, restorative and reflective approaches are used to help students consider which rights may have been affected, understand the consequences of their actions and rebuild relationships. The school also emphasises the importance of avoiding judgemental, confrontational or humiliating language, ensuring that sanctions focus on behaviours rather than individuals.

By adopting this rights-respecting approach consistently across classrooms, the wider school environment and communications with families, Bishop Fox's School aims to create a safe, inclusive and respectful culture while developing students' self-regulation, empathy and personal responsibility.

3.4 Reasonable Adjustments for Students with SEND

Behaviour will always be considered in relation to any additional needs. Where a student is identified as having SEND, the graduated approach will be used to assess, plan, do and review the impact of support being provided.

If it is deemed that a student's SEND profile has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the student.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the student concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- refer to the student's individual learning plan (ILP)
- short, planned movement breaks for a student whose SEND means they find it difficult to sit still for long
- ensuring a student with visual or hearing impairment is seated near the teacher
- adjusting uniform requirements for a student with sensory issues or any relevant medical condition
- training for staff in understanding autism and other conditions
- implement Assess, Plan, Do, Reviews

4.0 Sanctions

Sanctions will only be used when positive approaches to promoting excellent learning through good behaviour have not been effective with a particular individual or group of students.

When a member of staff considers it necessary to apply a sanction, it must be done impartially; it is the negative behaviour, not the student's personality, that prompts the response. This should be made explicit, ensuring that the focus remains on the behaviour rather than the individual. Sanctions must always be applied calmly, fairly, consistently, and professionally, with clear reference to our expectations and the relevant UN Convention on the Rights of the Child (UNCRC) articles.

The only sanctions to be used within lessons are reminders and reflection. The aim should be to keep all students accessing their learning within the lesson for the full duration of the lesson. However, we are committed to not allowing the negative behaviour of the minority to continually disrupt the learning of the majority. For this reason, we use a system where students who do not respond to a verbal reminder by correcting their behaviour, can be removed from the lesson in order to allow the learning of the rest of the group to continue. We also employ an emergency support system so that a student can be collected (if deemed a serious incident), removed from the classroom and escorted to our Reflection Room.

4.1 Ready to Learn Expectations

In order to promote these expectations, Bishop Fox's School uses the Ready to Learn system. This is a whole school approach to teaching, learning and behaviour management.

Ready to Learn outlines behaviour expectations across the school:

In the classroom

1. Sit down calmly where you are asked, showing you are ready to learn – equipment out and sitting up straight in your chair.
2. Follow instructions from staff, including working in silence when asked.
3. Listen respectfully (in silence) when others are talking.
4. Show pride in your learning by always working to the best of your ability and promptly attempting all work set.
5. Show pride in your behaviour by following all reasonable requests, do not distract others from their learning.

At all other times

These summarise the expectations both within school and on the way to and from school:

1. To be considerate, polite and respectful to all members of the school and local community.
2. To listen to and follow instructions from staff.
3. To wear the correct school uniform at all times.
4. To walk quietly and calmly around the school site.
5. To be respectful of school property, buildings and the environment.
6. To remain in permitted areas of the school at all times.
7. To ensure mobile phones, earbuds and smart watches are secured in a Yondr Pouch whilst on the school site.

4.2 Ready to Learn Behaviour Procedure

If a student does not meet our Ready to Learn Expectations, they will receive a verbal reminder. The teacher will clearly state the reason, referencing the expectation and encouraging students to take responsibility for their actions. At this point, the teacher will record the student's name on the Ready to Learn board.

To reduce the likelihood of escalation following a warning, students should be given a two-minute "take-up time". However, if behaviour escalates during this time, the student may be directed to the Reflection Room immediately.

If a student continues to demonstrate poor behaviour by again not meeting the Ready to Learn expectations, they will be sent straight to the Reflection Room as part of lesson removal. The teacher must clearly explain the reason for this decision.

Students in PE or Dance must report to the Reflection Room immediately. Their belongings will be brought to them at the end of the lesson.

The class teacher must log the second Ready to Learn warning immediately on Class Charts, including a brief reason for the referral to the Reflection Room. This information will be visible on the activity feed for both students and their parents/guardians. The teacher may also choose to contact home to discuss behaviour concerns.

The Reflection Room Manager will expect the student to arrive within a few minutes of the Class Charts notification (allowing for travel time from the teaching room). If the student does not arrive promptly, the Pastoral Hub Manager will be informed, and the Pastoral Team will be made aware.

The standard sanction consists of two lessons and an unstructured social time (e.g. breaktime or lunchtime) in the Reflection Room, together with a one-hour detention from 3:05pm to 4:05pm.

Where a student is not working to the best of their ability, or is failing to meet the school's behaviour expectations in the Reflection Room, their lesson removal may be extended for up to five lessons. Any such increase must be authorised by either the Assistant Headteacher (Pastoral) or the Headteacher.

4.3 Emergency Support and Escalation
Class teachers should contact Emergency Support if a student refuses to leave the classroom and attend the Reflection Room, or if a serious incident occurs. This can include swearing at or about a member of staff; violence, aggression, or intimidating behaviour towards staff or another student; unsafe or dangerous behaviour.

For all other issues that do not meet these criteria, the member of staff should inform the Pastoral Hub Manager immediately to ensure that a member of the Pastoral Team (Head of Year or Pastoral Lead Officer) can respond promptly.

4.4 Reflection Room Procedures
The Reflection Room Manager will ensure that the parents/guardians are informed that their child has been sent to the Reflection Room and that arrangements must be made for their child to leave school at 4:05pm.

Students referred to the Reflection Room during Periods 1-3 will complete the After School Detention (ASD) on the same day. Students referred during Period 4 or Period 5 will complete the ASD the following day.

4.5 Reconnect, Rebuild and Restore
All teachers will use restorative conversations to ensure behaviours do not repeat in class after a student has been sent by them to the Reflection Room. All restorative conversations will be followed by a phone call to the parents/guardians within 24 hours of the removal. Multiple members of our pastoral staff are trained in a trauma-informed approach and can support the other staff in being mindful of trauma and other factors in children's behaviours, as deemed appropriate.

The class teacher must attend the Reflection Room by the end of the school day, ideally during recess, lunch or the ASD, to complete a restorative conversation. If a student is referred during Period 5, the restorative conversation must take place before the student is released the following day (at recess).

4.6 SEND Considerations
Staff must be aware that for students with identified Special Educational Needs (SEND), reasonable adjustments may be made in line with statutory requirements. Some students may therefore receive an adapted implementation of the sanction. However, expectations should not be lowered. Any reasonable adjustments will be determined by the SENCO and recorded on the students' Individual Learning Plan (ILP).

4.7 Additional Support
Every student is different, and all support is tailored to meet the needs of each individual. Any student designated at risk of exclusion will have a Pastoral Support Plan (PSP) which is a tiered response to supporting the student to make positive behaviour choices.

4.8 Repeated or More Serious Incidents
We are committed to inclusion and to preventing exclusion. However, where a student repeatedly fails to wear the correct uniform, fails to attend detentions, receives multiple lesson removals or is involved in an incident too serious for a detention, our graduated response will be applied. If behaviour is repeated or becomes more serious, the student may be removed from lessons for additional time. This is recorded as an internal suspension and includes an After School Detention.

More serious incidents could include but are not limited to:
- truanting (student deliberately missing from lesson(s) without permission)
- vaping/smoking
- vandalism/deliberate damage
- refusal to follow instructions
- bullying
- swearing

- aggression
- rudeness
- dangerous behaviour
- repeated incidents in the Reflection Room

A student can receive an internal suspension, a fixed-term suspension or a permanent exclusion for persistent or serious one-off breaches of the school's behaviour policy as outlined in our Suspensions and Exclusions Policy.

4.9 School Community Sanctions
The 'Red Card' Detention is a 20-minute lunchtime detention for failure to adhere to our School Expectations. We expect all students to always behave appropriately and treat each other with respect. That means walking around the school calmly and quietly, respecting each other's space and looking out for each other.

The following are examples of possible reasons for a Red Card Detention:
- Running or shouting indoors
- Uniform infringement
- Being in an area of the school where students are not permitted.
- Inappropriate language or attitude
- Dropping litter

If a student's behaviour is deemed unacceptable, an adult will tell them that they have a "Red Card Detention", and that they must serve a 20-minute lunchtime detention at the next available session. Failure to attend lunch-time detentions will result in an After School Detention on the same day.

4.10 Punctuality and Lateness
We teach students to appreciate the importance of good punctuality. Students who arrive in school after their allotted start time without sufficient cause will be issued with a 20-minute same day 'Late Detention' during lunchtime and parents/guardians will be notified by Class Charts notification and email.

There is a 5-minute transition time to enable students to travel between lessons, this is signified by a bell. Therefore, all students are expected to be punctual to lessons and arrive in good time. They should be in the classroom before the bell that signals the end of transition and the start of the lesson. Any student arriving after the bell will be recorded as late and issued with a Red Card Detention. Students who are repeatedly late to lessons will be issued with an After School Detention on a Friday.

4.11 Uniform Expectations
Uniform expectations are detailed on the school website and are regularly shared with parents/guardians. Any exceptions made to uniform should be agreed in advance with the school and supported by medical evidence.

Uniform is checked regularly as students each morning by Pastoral Lead Officers, Heads of Year and the Senior Leadership Team. Uniform is also checked in registration by tutors and throughout the day by all staff, particularly at the start and end of each lesson. Students who are not in correct uniform and refuse to make corrections will be placed in the Reflection Room until uniform infringements have been rectified.

4.12 Mobile Phone Expectations
As a phone-free school, all students are expected to comply with the school's Yondr pouch procedures at all times. Students must either:

- use a lockable Yondr Pouch in accordance with school's mobile phone policy
- have an approved exemption card, confirming that their mobile phone will remain at home during school hours.
- use a Yondr Velcro Pouch where access to a mobile device is required for an evidenced medical purpose, such as for monitoring glucose levels for diabetes management.

Yondr pouches must be stored securely in the students' school bag throughout the school day. If a student does not bring a school bag to school, their Yondr pouch will be collected by a member of staff and stored securely for the duration of the school day. The pouch will be returned to the student at the end of the day in accordance with the school's procedures.

This expectation supports the school's commitment to maintaining a phone-free learning environment and ensuring all students can learn without unnecessary distraction.

5.0 Bullying and Discrimination
Bullying is unacceptable and will not be tolerated in our community.

At Bishop Fox's School our aim is to prevent bullying through education. We aim to have a culture of respect where difference is valued. The school aims to foster an atmosphere of friendship, mutual trust, respect and consideration for each person within the community. We are proud to have been awarded the Bronze, UNICEF Rights Respecting Schools Award and The Diana Award, which recognises the outstanding young people who work to create positive social change.

Bullying is defined as repeated behaviour which is intended to hurt someone, either emotionally or physically. It might be motivated by actual differences between children, or perceived differences.

Bullying can also occur where there is a power imbalance between students. A power imbalance is when one student (or a group of students) is able to dominate decision-making or otherwise assert power in ways that disadvantages other student(s).

Bullying in any form will not be accepted or condoned. Bullying can include but is not limited to:
- emotional harm
- physical harm
- deliberately hurtful comments
- threatening behaviour
- cyber or online bullying
- filming students/staff without consent
- posting or sharing inappropriate content/filmed incidents online

Bullying can impact on a student's attendance and attainment at school. It can marginalise individuals or groups and can have a long-term negative impact on people's lives. We have a system of support for students who have been bullied which ensures clear, fair and consistent responses to incidence(s).

We encourage all members of our school community to recognise bullying, acknowledge its unacceptability and to report it. Where bullying is reported, it is addressed promptly. All bullying incidents will be treated and addressed individually, and we will apply the full range of sanctions depending on the severity, frequency and seriousness of the incidents(s).

In exceptional circumstances, where other attempts to resolve an issue have not been successful, the school may use a behaviour contract between students to establish a clear and equitable arrangement for communication and behaviour. The contract will identify clear sanctions for failing to meet the stated requirements that could include, but are not limited to a Red Card Detention, lesson removal, suspension or permanent exclusion for repeated breaches.

6.0 Sexual Harassment and Online Sexual Abuse
For the purpose of this policy, when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur both in person or online. Sexual harassment is likely to violate a student's dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment.

Bishop Fox's School takes all reports of sexual harassment, sexual violence and online sexual abuse extremely seriously and aims to create on open culture where students are comfortable and confident to report all incidents to any member of staff. We are clear that sexual harassment and violence are not acceptable, will never be tolerated and is not an inevitable part of growing up. We will always challenge behaviour or language that seeks to normalise sexual harassment or violence in schools.

Our school aims to prepare students for issues related to sexual harassment and online abuse through the curriculum, external speakers and assemblies. Our age and stage appropriate curriculum covers such issues as:

- healthy and respectful relationships, including consent
- gender roles, stereotyping, equality, diversity
- body confidence and self-esteem; prejudiced behaviour
- that sexual harassment and violence is always wrong
- addressing any culture of sexual harassment

We recognise the complexity of this issue and will always aim to safeguard all students involved.

Sexual harassment could include but is not limited to:

- sexual comments, lewd comments, remarks about clothing, appearance and name calling
- upskirting
- sexual 'jokes' or taunting
- physical behaviour, such as deliberate contact or interfering with clothing.
- displaying sexual images
- online sexual harassment
- non-consensual sharing of images and videos (often referred to as sexting)
- inappropriate sexual comments on social media
- exploitation, coercion or threats
- the deliberate creation and/or distribution of deep fake or AI images involving any member of the school community

When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003) This could include but is not limited to:

- causing someone to engage in sexual activity without consent
- sexual Assault
- rape

Bishop Fox's School recognises that all reported cases will have a range of factors that will be considered. These include but are not limited to:

- nature of the incident
- the harm caused by the incident (both physical and emotional)
- age of students involved, particularly if the age gap is significant
- development stage of student
- any aspects of coercion
- regularity and repeated incidents
- any relevant context to behaviours
- wishes of the victim(s)
- ongoing risk

Bishop Fox's School will always aim to deal with incidents in a timely and sensitive manner. All reported incidents will be risk assessed, recorded and, where relevant, passed on to other agencies for support or further action. This could include a referral to social services or the police.

Bishop Fox's School will apply the full range of sanctions available to any student responsible for sexual harassment or online sexual abuse. The application of any sanction is not dependent on any further actions from any other relevant agencies and will be applied in-line with the balance of probabilities principle.

Sanctions in school may include but are not limited to:

- RCD (Red Card Detention)
- ASD (Afterschool Detention)
- lesson removal
- internal suspension
- fixed-term suspension
- off-site direction
- managed move
- permanent exclusion

Confidentiality and anonymity are very sensitive issues when dealing with allegations and cases of sexual harassment and online abuse. In all cases Bishop Fox's School will work in-line with safeguarding principles and in conjunction with any other relevant agencies to protect students.

Ultimately, Bishop Fox's School will balance the victim's wishes with our duty to protect the victim and other students within the school setting. Any decisions made will be handled sensitively and communicated with all concerned.

9.0 Prohibited Items

Students must not bring any of the prohibited items listed below on to the school premises.

- knives or weapons
- illegal drugs
- alcohol
- tobacco, filters and cigarette papers
- E-cigarettes/vapes/fluid
- stolen items
- E-scooters (electric scooters)
- fireworks
- pornographic images
- pictures of staff or students taken without appropriate consent
- medication which has not been accounted for under the medication policy
- energy drinks
- 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). This would include: matches, lighters, 'legal highs', and laser pens

The school will automatically confiscate any of the items listed and has the power to search students with or without consent. There may also be severe penalties for students found with these items, including permanent exclusion.

9.1 Medication

We are aware that it may be necessary for some students to take medication during the school day. Parents/guardians should complete an 'administration of medicines in school' form and bring it together with the medication to student reception. This form authorises our first-aid trained staff, to dispense medication on their behalf. All medication brought into school by parents/guardians is stored in a locked cabinet. However, carrying, supplying or taking prescription medicines illegitimately would result in a severe penalty, including a potential permanent exclusion.

9.2 Yondr Pouch Tampering
Any attempt to unlock, tamper with, damage, bypass, or interfere with a Yondr pouch is prohibited. This includes using magnets or other devices to unlock or bypass a Yondr pouch or assisting another student to do so.

Students found in possession of, using, lending or distributing such devices will be subject to sanctions under the school's behaviour policy. Repeated or serious breaches may result in further disciplinary action in line with the school's behaviour and mobile phone procedures.

10.0 Search and Confiscation
The school follows government advice when confiscating items from students which is outlined in the government guidance document 'Searching, screening and confiscation. Advice for Headteachers, school staff and governing bodies.' July 2022.

The school can confiscate any electronic items being used inappropriately on the premises such as mobile phones. The school reserves the right to view, confiscate and delete any files deemed to be inappropriate that are brought on to the school site on electronic equipment e.g. photos on a mobile phone. In certain circumstances, we reserve the right to retain electronic data as evidence.

Students wearing any accessories or jewellery which do not follow the school uniform policy can expect to have these items confiscated. Any confiscated item will be logged and available for collection at the end of the school day. Where a student is unable to immediately rectify a uniform issue e.g. hair dye or false nails, they will spend time in the Reflection Room until they are able to follow uniform expectations. In all cases parents/guardians will be informed and given the opportunity to rectify the issue.

Bishop Fox's School staff apply the following protocols when searching for or confiscating items. Searches will only be conducted by authorised staff members.

Search protocol - key points:

- Searches should only be carried out by a member of staff of the same gender as the student being searched. There MUST always be a witness – wherever possible a member of the same gender as the student.
- Staff will seek to gain consent of students to search their bags and ask them to empty their pockets. If this is refused, staff will consider possible reasons for this. They will be escorted to a safe place and SLT will be informed. This may lead to a sanction in line with the school's Behaviour for Learning Policy.
- Students will be asked to empty their own pockets fully and allow staff to look through their bag and any blazer/coat/jacket pockets.
- A metal detection device (non-contact) may be used if deemed appropriate.
- Anything found which is believed to be inappropriate, regardless of whether it was what was being searched for, will be confiscated.
- Parents/guardians will be informed of anything found which is inappropriate.
- All searches will be logged on CPOMS as part of the student's safeguarding chronology.

11.0 Use of Reasonable Force
The school and its staff will always endeavour to resolve situations without the use of force or other restrictive interventions and to manage any situation calmly. However, there may be instances where this is not possible due to the nature of the incident and in these instances, the school follows our Physical Intervention Policy. This policy reflects the guidance set out by the DFE: 'Restrictive interventions, including use of reasonable force, in schools - Guidance for schools in England' (April 2026).

11.1 Who Can Use Reasonable Force
All members of school staff have a legal power to use reasonable force in certain circumstances, these include:

- to prevent or stop a student from causing injury to themselves or others
- committing a criminal offence

- causing significant damage to property
- engaging in behaviour that disrupts the good order and discipline of the school

Members of SLT and the Pastoral Team have completed Physical Intervention Training; this is updated on an annual basis.

12.0 Student Conduct Outside the School Premises
We aim to prepare students for a life beyond education. When in public places, students are expected to act as ambassadors for the school. We expect:

- good order on transport to and from school, educational visits or other placements such as work experience or college courses;
- good behaviour on the way to and from school;
- positive behaviour which does not threaten the health and safety of our students, staff or members of the public;
- reassurance to members of the public about school care and control over students in order to protect the reputation of the school; and
- protection for individual staff and students from harmful conduct by students when not on the school site including online/social media.

Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable."

The school reserves the right to apply all aspects of this policy to students recognisable as a school student (not just by their uniform) even if they are outside of the school grounds, or outside the usual hours of attendance, or using social media/online activity. What the law allows is laid out in the latest DFE Guidance Behaviour in Schools.(February 2024)

Sanctions may be given for poor behaviour off the school premises regardless of whether it is an activity supervised directly by school staff. This includes online behaviour and use of social media which undermines any of the expectations above. Sanctions may be in the form of detention, lesson removal, suspension or in very serious cases permanent exclusion.
In issuing sanctions, the following will be considered:

- the severity of the incident
- the extent to which the reputation of the school has been affected
- whether students were directly identifiable as being members of the school
- the extent to which the behaviour in question would have repercussions for the orderly running of the school and/or might pose a threat to another student or member of staff (e.g. bullying another student or insulting a member of staff)
- whether the misbehaviour was on the way to or from school, outside the school gates or in close proximity to the school
- whether the misbehaviour might affect the chances of opportunities being offered to other students in the future such as work experience; taking part in a course as part of a school programme; participating in a sports event or where the student is acting as an ambassador for the school

13.0 Request for Police Involvement
Bishop Fox's School will seek to manage incidents internally wherever possible. However, police involvement may be required where there is a risk of significant harm, a suspected criminal offence, or a safeguarding concern that cannot be managed solely by the school.

Examples include:
- serious violence
- possession of weapons
- possession of illegal drugs

- theft
- criminal damage
- sexual offences
- serious online offences
- credible threats
- missing children where there are safeguarding concerns
- incidents presenting an immediate risk to safety

The decision to involve the police will be made by the Headteacher, Assistant Headteacher (Pastoral), or Designated Safeguarding Lead (DSL). All actions will be proportionate, in the best interests of the child, and in line with statutory safeguarding guidance, including *Keeping Children Safe in Education 2026 (KCSIE)*.

The welfare of the child remains paramount. Appropriate support will be provided to those involved, and the school will work in partnership with police and other safeguarding agencies to ensure student safety and wellbeing.

14.0 Wilful and Accidental Damage
Our approach is as follows:

- If damage is accidental, providing this is the first incident involving a particular student, there will be no charge levied on the student.
- If the damage is the result of reckless behaviour, e.g. running inside the building, throwing an object at a peer, etc., the school will levy a charge of 50% of the total repair/replacement cost. The maximum charge will not exceed £150. The precise amount levied will depend upon any mitigating circumstances.
- Students causing accidental damage as a result of reckless behaviour will always be subject to sanctions that include remedial action (where appropriate) and/or detention and/or lesson removal. Details of the incident will be placed on internal files.
- If the damage is the result of a willful act the school will consider whether there were any mitigating circumstances. Students causing willful damage (graffiti, vandalism, etc.) will face a charge of 100% of the total cost of repair or replacement. The maximum charge will not exceed £500. The precise amount levied will depend upon the presence of any mitigating circumstances.

Students causing wilful damage are likely to be subject to either internal or external suspension. In every incident of wilful damage, the school will consider informing the police. The school and the police will work together to bring about a satisfactory resolution within the guidelines above. In extreme or repeated circumstances damage may be logged as a crime.

15.0 Behaviour of Parents/Guardians
The school has a duty to ensure staff work in a positive environment, free from any form of harassment or intimidation. To this end the school will take firm action against any parents/guardians who behave inappropriately towards any members of staff or towards other students or their parents/guardians. The school deems any form of aggression or threat either physical or verbal, rudeness and malicious accusations as inappropriate, and this includes all forms of communication including emails and social media.

As a response to inappropriate behaviour by a parent/guardian, the Headteacher may place a temporary ban on a parent/guardian entering the school site or insist specific forms of communication to be used. This will be confirmed in writing.

16.0 Complaints
For details of the full complaints procedure see our School Complaints Policy. For information on complaints relating to exclusions, see the Suspension and Exclusions Policy. Both of these policies are available to download from our website.