



## **Behaviour Policy (Safeguarding Suite)**

**Review Date(s):** November 2026

**Review by:** SLT

**Final Approval:** Curriculum, Standards, Pastoral and Safeguarding Committee

### **1. Context**

The Core Values which relate specifically to this policy state that we are working together to form relationships based on:

- **Justice** – everyone is entitled to be treated fairly and to promote the self-esteem of others.
- **Responsibility** – everyone is expected to understand the consequences of their actions.
- **Truth** – everyone is required to be honest and to communicate in a positive manner.
- **Compassion** – everyone is encouraged to be generous in their concern for others

These values underpin our intent to develop highly productive relationships and a strong sense of identity and belonging. We believe that character development goes hand in hand with striving for academic excellence and our high expectations of excellent behaviour will allow students to leave us happy and healthy, with a strong moral compass.

This policy should be read in conjunction with:

- Child Protection Policy
- Mobile Device Policy
- Acceptable Use and Bring Your Own Device Expectations
- Extraordinary Sanctions
- Anti-Bullying Policy

### **2. Data Protection**

Any personal data processed in the delivery of this policy will be processed in accordance with the Academy Data Protection policy.

### **3. Introduction**

Outstanding achievement is dependent upon high standards of behaviour across the Academy. Effective teaching and learning, tailored to meet the needs of students of all abilities, lies at the heart of effective behaviour management.

### **4. Definitions:**

- Detentions:

Detentions are organised for lunchtime and at the end of the school day. The school will notify parents of detentions. We aim to give notice for after school detentions, but reserve the right to issue these on the same-day, where this is appropriate.

- Suspension and Exclusion
  - Internal Suspension – removed from lesson(s) and isolated in supervised conditions within the Academy
  - External Suspension - removed from the Academy for a fixed term
  - Permanent Exclusion – removed from the Academy permanently
  - This can only be instigated by the Headteacher or a Deputy Head in the Headteacher's absence.

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- Protected Characteristics

The Equality Act (2010) is designed to ensure that individuals are not discriminated because of a 'protected characteristic'. These are: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

## 5. Principles:

Standards of behaviour are:

- best maintained by upholding the Academy's Christian ethos
- best articulated by our Core Values and Intent
- best established by articulating high expectations of our students
- best established by explicit teaching of appropriate behaviour and communication
- best developed by partnership with parents to celebrate rewards and share sanctions
- best maintained by developing long term positive relationships between staff and students
- best enhanced by accentuating the positive rather than punishing the negative
- best preserved by implementing fair, clear and consistent responses, as set out in the Managing Behaviour policy

## 6. Policy

We will:

- Teach students how to behave well through our Behaviour Curriculum to enable them to thrive
- praise and encourage students whenever possible and appropriate, including commendations, praise letters, verbal praise to individuals or groups personally, in lessons or in assemblies
- ensure there is a robust, school wide process for behaviour management
- employ a graduated sanction system for unacceptable behaviour from classroom intervention to suspension, depending on the nature of the behaviour being sanctioned
- Record and analyse behaviour data with a view to consistent reduction of inappropriate behaviour

## 7. Responsibilities

1. Classroom Teachers/Form Tutors: to uphold high standards of behaviour at all times; to manage behaviour processes in line with Teacher Standards; to implement the Academy's Behaviour Management systems
2. Heads of Subject and Faculty: to ensure robust Faculty processes to maintain high standards of behaviour within their areas
3. Heads of Year: to uphold high standards of behaviour at all times; to take the lead on behaviour within their year groups; to provide advice and guidance on managing behaviour of students in their year group; to ensure relevant issues are referred
4. Heads of Key Stage: to analyse the behaviour data to identify areas of focus to reduce inappropriate behaviour
5. Deputy Head PSW: to lead on behaviour management systems within the Academy
6. Deputy Headteachers/Headteacher: to authorise suspensions
7. Governors: to receive analysis reports relating to behaviour; to ensure the implementation of this policy; to provide an appeal panel where necessary (e.g. suspensions)

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## Appendix: Managing Behaviour

### Bishop Stopford School – Managing Behaviour Appendix to Behaviour Policy

#### Overview

“Well managed schools create cultures where pupils and staff flourish in safety and dignity.”<sup>1</sup> We are proud of the positive behaviour exhibited in Bishop Stopford School and the way our students engage within, and beyond, the classroom.

Managing behaviour is a constant endeavour and this document sets out how we will support all students to achieve their best.

We want to ensure that:

- Our values and expectations are clearly articulated, shared with all members of the community and encouraged throughout the community.
- Student behaviour does not regularly disrupt teaching, learning or school routines.
- All members of the community create a safe, positive environment.
- All members of, and visitors to, the community feel valued and welcome.
- Any reported incidents of bullying, discrimination, aggression and derogatory language are dealt with quickly and effectively.

All who work here are responsible for encouraging, maintaining and modelling good behaviour in our school. Students are expected to treat all members of staff equally when responding to challenges to poor behaviour or sanctions.

#### Induction and Support

**Staff** will be trained so they understand our behaviour systems and how to apply them fairly and consistently. Regular safeguarding and pastoral training will be delivered throughout the school year. In addition, Anti Bullying training will be given for all new staff and will be revisited regularly as part of pastoral training.

**Students** will be taught how to behave well in our school. Our behaviour curriculum is underpinned by our core values; routines, high expectations and the behaviour systems will support self-regulation and the development of excellent behaviour for learning.

Each student is an individual and some students will need more support to self-regulate and manage their behaviour. Where a student has a specific, identified learning need, pastoral or safeguarding concern, the dedicated Pastoral, Safeguarding and Wellbeing team will provide support and reasonable adjustments for those whose additional needs might influence their behaviour. Our staff are trauma aware and our supportive practice focuses on restoration.

#### School Systems

Our core values of faith, justice, responsibility, truth and compassion underpin our expectations of behaviour and attitudes. We do not have an exhaustive list of school rules but instead strive for all members of our community to live out these values every day. Our behaviour curriculum teaches students how to live out these values and expectations and they are reflected in our rewards and sanctions. As a Church of England school, we believe in the value of each individual and their unique and extraordinary potential.

#### Rewards

We believe in celebration; we want to recognise positive attitudes, fulfilment of Core Values and personal and corporate success. Students are awarded Achievement Points for the following:

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<sup>1</sup> Behaviour in schools guidance 2024 - [Behaviour in schools - GOV.UK](https://www.gov.uk/guidance/behaviour-in-schools)

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- Actively engaging with learning;
- Acting justly;
- Actively participating in the wider life of the school;
- Actively supporting learning;
- Acting with compassion;
- Attending punctually
- Being truthful;
- Celebrating diversity;
- Contributing to school life;
- Demonstrating responsibility;
- Exceptional performance;
- Literacy;
- Moving safely around the school site;
- Practising faith;
- Representing the school;
- Scholar's Badge
- Using technology appropriately and purposefully;
- Volunteering;
- Wearing their uniform with pride;
- Working to the best of their ability;

These Achievement Points contribute to individual rewards and overall House scores. Students and parents receive immediate updates via the Edulink app and achievement is celebrated at key milestones through reward certificates:

Key Stages 3 and 4

Bronze – 25 points

Silver – 50 points

Gold – 100 points

Platinum – 150 points

Headteacher's Award – 200 points

Key Stage 5

Bronze – 10 points

Silver – 15 points

Gold – 25 points

Platinum – 50 points

Headteacher's Award – 75 points

Termly celebration assemblies also offer an opportunity to recognise the outworking of our core values through Form Tutor and Head of Year Awards.

## Sanctions

'Good behaviour in schools is central to a good education.'<sup>2</sup> Our responsibility is to ensure that all students can learn effectively in school. We are proud of the culture of learning at Bishop Stopford School and the effort that our students and staff make to maintain a calm, safe and supportive environment.

There will be times when students' behaviour impedes the safe and orderly running of the school. Sanctions will be imposed for behaviour which fall short of our expectations. We have identified traits which lead to students being unprepared for lessons, those that show a failure to uphold our Core Values and those which put others at risk:

<sup>2</sup> Behaviour in schools guidance 2024 - [Behaviour in schools - GOV.UK](https://www.gov.uk/guidance/behaviour-in-schools)

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- Being late to lesson/s
- Being late to school
- Being unprepared for lesson/s
- Failing to complete homework
- Wearing incorrect uniform
- Using a mobile device or headphones during the school day
- Acting dishonestly
- Acting without compassion
- Acting without justice
- Bringing the school into disrepute
- Defiance/Non-compliance
- Denying the opportunity for practising faith
- Disengaging with learning
- Disrupting or inhibiting learning
- Disrupting or inhibiting the wider life of the school
- Engaging at a limited or superficial level
- Failing to take responsibility
- Gum and littering
- Moving unsafely around the school site
- Truancy
- Using technology inappropriately
- Having a banned item in school

#### Bullying

- Child on child abuse (including instances of bullying)
- Harmful sexual behaviour
- Intolerant behaviour (phobic/sexist actions)
- Physical/verbal aggression
- Racist incident
- Theft

We have an escalation process for inappropriate behaviour in lessons:

- Verbal warning
- Lunchtime detention
- Second verbal warning
- Whole School detention (sat during the school day)
- Removal from the classroom (to another classroom or the Pastoral, Safeguarding, Wellbeing Team)

Removal is the last resort and will only be used when:

- a) there is no change in a student's behaviour despite appropriate intervention and warning, or
- b) when there is a risk of harm to other students.

When a student is removed, they will receive a whole school detention and be placed on report. Contact with home will be made to communicate the concern.

Persistent poor behaviour during a lesson will likely move beyond a verbal warning to a detention, and staff will use their professional judgement when issuing an appropriate sanction. At times, there will be a need to impose 'Extraordinary Sanctions' for extraordinary behaviour. These sit outside the escalation process because of the nature of the action or concern. Our 'Extraordinary Sanctions Guide'<sup>3</sup> outlines the range of sanctions which could be applied. Each case will be evaluated individually.

<sup>3</sup> Linked document: Extraordinary Sanctions

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## **Mobiles Devices and Headphones**

As a school, we do not allow phones or smart devices to be used during the school day by students in Years 7 – 11. Sixth Form students can use their phones in specific, nominated areas of the school. This is because mobile phones and smart devices often distract from learning and, when used inappropriately or unkindly, can hinder positive relationships within the community. We have a 'Gate to Gate' policy which means that all students must remove headphones or ear buds, turn off phones and put them in their bags before they enter the school. They should not be carried in pockets, kept in hands or kept on during the school day. If phones or headphones are seen or used around the site, they will be confiscated.<sup>4</sup>

## **Detentions**

The school uses a range of detentions as a response to student behaviour:

- Administrative detentions for missing equipment, uniform or homework
- Behavioural detentions for negative behaviour in the classroom
- Pastoral detentions for negative behaviour around the school site
- Whole School Detentions in response to a persistent concern or a single serious incident, sat during Friday lunchtimes
- After School Detentions may be used where students have failed to complete a Whole School Detention

The school will notify parents of detentions. We aim to give notice for after school detentions, but reserve the right to issue these on the same-day, where this is appropriate.<sup>5</sup>

## **Participation in School Activities**

It is a privilege to represent the school. Students whose behaviour repeatedly falls below our expectations, or where a single incident gives serious cause for concern, will not be permitted to engage in representation activities, or school trips and events, until there is sustained improvement evident in their behaviour.

In these cases, school staff will work with parents to support the student in making positive changes. Reports will be used to monitor behaviour and decisions about representing the school or attending trips will be made within suitable timeframes.

## **Child-on-child Abuse**

This is where one child intentionally harms another, physically, sexually or emotionally. It can happen in person or online. Child-on-child abuse is *never* acceptable. Students are taught about such abuse as part of regular safeguarding assemblies, through PHSE and in other lessons too. Our routines and values serve as daily reminders of our need to treat others with kindness, respect and tolerance. Where students engage in child-on-child abuse, sanctions will be applied on a case-by-case basis.

## **Bullying**

Bullying is the repeated behaviour of an individual or group who seek to intentionally hurt another student or students and where there is an imbalance of power. Bullying can be physical, verbal or psychological and it can happen face to face or online. Students can report this through their form tutor, Head of Year or other trusted adult, a Student Ambassador or through the email address: [itsnotok@bishopstopford.com](mailto:itsnotok@bishopstopford.com). If they use the email address, they can also ask to remain anonymous.

Bullying will never be tolerated; it will be investigated by members of the Pastoral, Safeguarding and Wellbeing Team and sanctions will be applied on a case-by-case basis. We will work closely with

<sup>4</sup> Linked policy: Mobile device policy

<sup>5</sup> Behaviour in Schools 2024: [Behaviour in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/101421/behaviour-in-schools-2024.pdf)

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families and ongoing support will be given to ensure bullying behaviour ceases. Our specific Anti Bullying Policy details the processes that will be followed.

### **Internal and External Suspensions**

In cases of serious misbehaviour, internal and external suspensions will be imposed.

Internal exclusions: students remain in school to fulfil this sanction, but they are removed from the school community because their choices have impacted others negatively or put others at harm. Appropriate work will be provided for students.

A student is likely to be placed on report to support the management of their conduct following this sanction.

External suspension: this is a very serious sanction and students are prevented from attending the school site. These are imposed where a student's behaviour has violated our Core Values or put others at risk. This includes bringing banned items onto the school site. Parents are responsible for ensuring their children are not in a public space during the school day and that they complete the work provided by the school in these circumstances.

Readmittance meetings with a member of the Senior Leadership Team follow a fixed term suspension to review the issues and to ensure a successful return to the school community. It is likely that a student will be placed on report to support the management of their conduct as they return.

Permanent Exclusion: If the behaviour exhibited is extreme to the point that it puts the community at serious risk, either because of persistent behaviour concerns or a single serious breach of policy, students may be permanently excluded and will no longer be able to attend the school.

### **Persistent Poor Behaviour**

Persistent poor behaviour refers to continued negative choices made by a student in spite of sanction, support and intervention. These have a detrimental impact on the school community. Where these behaviours persist, families will be invited to meet with a member of the Governing Board to discuss the student's behaviour and to make an appropriate plan, agreed by the student and their parent, to change their behaviour in school.

In the most extreme circumstances, where there is a failure to engage or inability to meet the requirements of the plan, further action will be taken. The school may work with parents to find another learning environment that is more suited to the student (either through an off-site direction or a 'managed move') or, in the most extreme cases, permanent exclusion will be used.

### **Reports**

Reports are used to support students to self-regulate; they help students to recognise the features of poor behaviour and identify whether there are particular patterns or challenges. They also allow us to track positive behaviour which we can celebrate together.

We have a variety of reports which monitor behaviour daily:

- Form tutor report
- Head of Year report
- Head of Key Stage report
- Senior Leadership Team report

We also have subject specific reports that monitor behaviour, attitude and progress in lessons.

Students take reports home so that parents are informed of behaviour and attitudes daily. Best success comes, as ever, through partnership with home. We actively encourage parents to sign reports and to be involved in the monitoring process.

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## Behaviour Outside School

Behaviour outside school can be rewarded or sanctioned by the school.

Conduct which can be rewarded includes:

- Core values in action;
- Excellent behaviour noticed by a member of the public when a student is identifiable as a student at the school;
- Excellent behaviour on a school-organised activity;
- Excellent behaviour when travelling to or from school;
- Excellent behaviour which actively supports other students;
- Excellent behaviour which positively affects the reputation of the school.

Conduct outside the school which can be sanctioned includes:

- Poor behaviour when taking part in a school-organised activity;
- Poor behaviour when travelling to or from school;
- Poor behaviour when wearing school uniform, or in some other way being identifiable as a student at our school;
- Poor behaviour which might have repercussions for the orderly running of the school;
- Poor behaviour towards peers;
- Poor behaviour which poses a threat to others;
- Poor behaviour which could adversely affect the reputation of the school.

## Behaviour Online

We have the same high expectations of behaviour online as we do on the school site. When students access our school network, they are required to agree to our expectations; failure to do so results in sanctions. These are set out in our Acceptable Use Agreement and Bring Your Own Device Policy.<sup>6</sup>

We actively teach students how to be safe online, both in Computing, PSHE and other curriculum lessons. Specific assemblies and form times are also dedicated to learning about and practising online safety. We are guided by the 4 Cs:

Content – what young people will see and experience;

Contact – who they will interact with and how they know;

Conduct – how they, and others, behave online;

Commerce – exposure to gambling, advertising and scams.

The school has filtering and monitoring services when using the school network to support safe engagement online. In addition, students are taught about Artificial Intelligence and are aware of the dangers of misinformation, disinformation and conspiracy theories.

It is important to distinguish responsibilities around online practices. The Department for Education provides the following clarification: 'Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents<sup>7</sup> are responsible for this behaviour.'<sup>8</sup>

The school will support parents in this area through advice and guidance.

However, we expect our students to live out our core values beyond the school site. In line with Department for Education guidance, sanctions will be considered regarding online incidents which take place away from the school site if:

- The behaviour poses a threat or causes harm to another student in school;
- The behaviour demonstrates misuse of school systems;
- The behaviour could have repercussions for the orderly running of the school;
- The behaviour could adversely affect the reputation of the school.

## Reasonable Force

<sup>6</sup> Linked document and policy: Acceptable Use Agreement and BYOD policy

<sup>7</sup> The Education Act 1996 defines 'a parent' as the natural parents of the student' as well as a person: (a) 'who is not a parent, but who has parental responsibility', or (b) 'who has care of the student'.

<sup>8</sup> Behaviour in Schools 2024: [Behaviour in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/91111/behaviour-in-schools-2024.pdf)

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The DfE guidance gives lawful reasons for the use of reasonable force as set out below:

“There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’.”

“Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.”

“Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.”

“When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.”

### **Prohibited items: Searching, Screening and Confiscation**

Searching is used to ensure our school is a safe environment for everyone. Authorised staff<sup>9</sup> have a statutory right to search a student or their possessions<sup>10</sup> where they have reasonable grounds to suspect that student may have a prohibited item or one which our Managing Behaviour Policy identifies as an item for which we may conduct a search.

Prohibited items:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that a 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 property of; any person (including the pupil).
- an article specified in regulations:
- tobacco and cigarette papers;
- fireworks; and
- pornographic images.

The following are additional items the Academy has determined may be the subject of a search:

- Headphones or equivalent;
- Items which disrupt, inhibit or distract from learning;
- Items which could cause harm or be used as weapons;
- Items which may have been used in an incident on the school site;
- Mobile phones or ‘smart’ devices;
- Cigarettes, vapes or e-cigarettes;
- Snus;
- An ignitable item, including a lighter or matches.

<sup>9</sup> ‘Authorised staff refers to any staff the Headteacher has designated. This includes, but is not limited to, all members of the SLT and the PSW team.

<sup>10</sup> Searching, Screening and confiscation: [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

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The DfE sets out expectations for safe searches. In line with their guidance, a search at Bishop Stopford School means asking students to empty their jackets, bags and pockets in the presence of two members of staff. Wherever possible, one member of staff will be the same sex as the student.<sup>11</sup> If a student does not consent to participate in the search, parents will be called and asked to be present, or, if the school believes the community to be at risk, to remove their child from the premises.

Parents will always be notified if a search has taken place and the outcome of that search as soon as is practicable. A record of any search will be recorded on our safeguarding platform.

**If an item listed above is found, appropriate sanctions will be applied. This could include an external suspension.**

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<sup>11</sup> The DfE makes exceptions for the sex of the members of staff in specific situations: Searching, Screening and confiscation: [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk).

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## Addendum 1: Linked documentation and policies

This document works in conjunction with a range of school policies and documentation, as listed below.

- a) Acceptable Use Expectations
- b) Anti Bullying Policy
- c) Behaviour Policy
- d) Bring Your Own Device Expectations
- e) CCTV Policy
- f) Child Protection (Safeguarding) Policy
- g) Extraordinary sanctions
- h) Mobile Device Policy

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## Addendum 2: BSS Rewards and Sanctions process

### Rewards -Key Stages 3 and 4

## Bishop Stopford School

faith | justice | responsibility | truth | compassion

### Rewards

Phase	Action	Record	Person responsible
1	Award House Points	Entry on SIMS/Edulink	Member of staff involved
2	<b>Bronze certificate</b> (25 points)	Entry on SIMS/Edulink	PSW team provide certificates for Form Tutors
3	<b>Silver certificate</b> (50 points) and contact with home	Entry on SIMS/Edulink	Head of Year
4	<b>Gold certificate</b> (100 points) and contact with home	Entry on SIMS/Edulink	Head of Key Stage
5	<b>Platinum Certificate</b> and school celebration (150 points)	Entry on SIMS/Edulink	Deputy Headteacher
5	<b>Head teacher's Award</b> (200 points)	Entry on SIMS/Edulink	Headteacher

### Rewards – Key Stage 5

#### Rewards - Key Stage 5

Phase	Action	Record	Person responsible
1	Award House Points	Entry on SIMS/Edulink	Member of staff involved
2	<b>Bronze certificate</b> (15 points)	Entry on SIMS/Edulink	PSW team provide certificates for Form Tutors
3	<b>Silver certificate</b> (25 points) and contact with home	Entry on SIMS/Edulink	Head of Year
4	<b>Gold certificate</b> (35 points) and contact with home	Entry on SIMS/Edulink	Head of Key Stage
5	<b>Platinum Certificate</b> and school celebration (50 points)	Entry on SIMS/Edulink	Deputy Headteacher
5	<b>Head teacher's Award</b> (75 points)	Entry on SIMS/Edulink	Headteacher

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## Administrative Sanctions

In order to maintain the highest standards we expect students to be prepared for their lessons.

Phase	Sanction	Record	Person responsible
1	Verbal warning	Entry on SIMS/Edulink	Class teacher
2	15 min detention	Entry on SIMS/Edulink	Class teacher
3	Contact with home via Edulink notification	Entry on SIMS/Edulink	Class teacher
Then move to stage 3 of behaviour policy - sanction for failure to take responsibility.			

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## Behaviour Process

Phase	Sanction	Record	Person responsible
1	Verbal warning	Entry on SIMS/Edulink	Class teacher
2	Contact with home via Edulink and 30 min lunchtime detention	Entry on SIMS/Edulink	Class teacher/Faculty area/HoY if in form time
3	Second verbal warning	Entry on SIMS/Edulink	Class teacher/Faculty area/HoY if in form time
Removal from classroom: a) persistent poor behaviour OR b) behaviour that falls into the following categories: racist/intolerant, verbally or physically aggressive, peer-on-peer abuse or HSB			
4	1 hour Whole School Detention and contact with home; subject or pastoral report	Entry on SIMS/Edulink	Contact with home: Head of Department/Faculty/HoY; Detention run by teacher on rota
Further possible interventions:			
5	Intervention from HoY; contact with home; two week behaviour report	Entry on SIMS/Edulink	Head of Year
6	Red Report with daily check ins; contact with home	Entry on SIMS/Edulink	Head of Key Stage/SLT
7	Internal Suspension	Entry on SIMS/Edulink	HoY/HoKS/Deputy Headteacher
8	Fixed term external suspension with meeting with parents	Entry on SIMS/Edulink	Headteacher

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### **Addendum 3: Department for Education documentation**

Keeping Children Safe in Education 2025: [Keeping children safe in education - GOV.UK](#)

Suspension and Exclusion guidance 2024: [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](#)

Behaviour in Schools 2024: [Behaviour in schools - GOV.UK \(www.gov.uk\)](#)

Searching, screening and confiscation 2022: [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](#)

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