

Behaviour Policy

[Paragraph 9, Part 3 ISSR]

Bablake Senior School

Author	Deputy Head Pastoral
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Related Policies, Procedures, and/or Documentation	<ul style="list-style-type: none"> ▪ Safeguarding and Child Protection Policy ▪ CSF Exclusion Policy ▪ CSF Acceptable Use (of ICT) Policy (AUP) ▪ CSF Acceptable Use (of ICT) Policy (AUP) Remote Learning ▪ Life Choices Policy ▪ Use of Reasonable Force Policy
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VERSION HISTORY

Version Number	Amendment(s) / Formal Review	Date [Month/Year]	Summary of change(s)
1.0	Formal Review	August 2023	Formal Review and Approval at Full Governing Board
1.1	Update	April 2024	Converted to new policy template and structure; Updated Role Descriptors / Titles. AUP updated and Remote AUP added. Reviewed by Head.
1.2	Formal Review	August 2024	Formal Review and Approval Pending - DRAFT

Amendments since the last review can be found in **GREEN**.





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1. Introduction: Behaviour Policy

We are proud of our pastoral care and expect the highest standards of behaviour and courtesy towards all persons both during the school day and your travels to and from the school grounds. Compassion for others and for oneself is equally important and whilst we encourage all pupils to strive to be at their best, they should do so sustainably.

The morals and values associated with being a Bablake Learner underpin our behavioural standards. A Bablake Learner should:

- Be Responsible – take charge of their own learning.
- Be Bold – be willing to take risks and not be afraid of failure.
- Be Resourceful – be prepared to learn independently and take advantage of support.
- Be Curious – actively listening, pursuing knowledge, seek out intellectual experiences.
- Be Creative – making connections and approaching problems in a new way.

Being responsible is about taking charge for both your learning and your behaviour. Setting priorities, understanding how you learn and making use of support. It also means having self-respect and respect for others.

2. Bablake – The Pursuit of Excellence

We aim to develop character, intellect, and well-being within a happy, scholarly, and caring community and to educate and inspire young people so that they may lead full and responsible lives and shape a better world.

“Respectful of our history, reflective on the present and responsible for the future.”

3. Our Values

We ask everyone at Bablake to live by our values and by doing so, our community will be diverse, tolerant, kind, sustainable, supportive, and aware of the world around us.

Responsible – *We take responsibility for our actions, our studies, and our role in society. We do what we say we will. We act before being asked and consistently deliver. We prepare thoroughly for all tasks. We use our resources responsibly, developing and caring for the environment around us. We are committed to promoting peace and reconciliation. We encourage autonomy in all and seek leadership. We acknowledge and seek to resolve problems.*

Reflective - *We are curious to other perspectives and value every individual. We foster relationships through compassion and empathy. We reflect on our actions and our studies. We are resilient and understand failure as an intrinsic part of success. We look for better ways of doing things and aim for excellence in all we do.*



Respectful – *We have a deep regard for each other and celebrate our diversity through an understanding of our shared values and traditions. We encourage individuals to stand up for what they believe in and to celebrate their individuality. We act with honesty, integrity, and kindness. We believe we can positively impact our School and local community, challenge prejudice and foster peaceful relationships.*

4. The Spirit of Opportunity

We are committed to providing opportunities in which pupils can achieve more than they imagined possible. We achieve this rich, broad, and stimulating education by balancing four strands: Pastoral Care; Academic Excellence; Co-curricular Enrichment and Community Service.

5. What does **Responsibility** Look Like in Action?

As stakeholders in this community, we hold a collective responsibility to work together to enable our children/pupils to feel happy, safe and to become A* human beings. Staff, leaders, parents and carers all have their role to play in making this happen.

5.1. Form Tutors and Teaching Staff

All staff at Bablake with responsibility for safeguarding its pupils have the statutory authority to discipline pupils (including on school visits) when behaviour is deemed unacceptable. It is the responsibility of staff to ensure the Behaviour Policy is consistently and fairly applied by:

- exercising classroom management that encourages positive behaviour;
- preparing lessons that support all pupils in their learning;
- modelling in their own actions the expectations our school has for its pupils;
- promptly dealing with low-level disruptive behaviour and identifying early causes for concern;
- ensuring that form time and lesson content encourages the development of social, moral and cultural knowledge;
- creating a swift and purposeful start to lessons;
- reinforcing clear expectations of behaviour;
- dealing with incidents of inappropriate behaviour by following the behaviour policy published on the staff intranet – '**CSF Policies**' tile;
- promoting and reinforcing positive behaviour in the classroom and restorative justice practice;
- seeking advice and support from the Head of Learning Support when appropriate and in order to support individual needs.

5.2. Senior Leadership Team (SLT), Heads of Year and Heads of Department

The Behaviour Policy is reviewed at least annually, and when learnings arise from incidents that require immediate amends. As leaders, it is their duty to champion the School's Behaviour Policy to improve attitudes and behaviours which in turn leads to a positive climate for learning.

With appropriate intervention, SLT, Heads of Year and Heads of Department will look to identify how best to support individuals to reduce the likelihood of repeat misdemeanours. This will be looked at fortnightly during Line Management Meetings between SLT, Heads of Department or Deputy Head Pastoral and Heads of Year.



Meetings with parents and carers will occur according to scheduled Pastoral Information Evenings/Parents' Evenings and when the need arises throughout the academic calendar.

The Deputy Head Pastoral also regularly reports to Governors on the effectiveness of this policy.

5.3. Pupils

Pupils will treat all staff and peers with respect, kindness and excellent manners. Pupils should respond positively to the many available opportunities and the rigours of school life. They should aim to be an excellent Bablake learner, aspiring to be the best version of themselves and by following the school's Behaviour Policy. There should be a collective understanding of why sanctions may be imposed for inconsiderate or unsafe behaviour. Everyone associated with Bablake has a right to feel safe and secure, particularly the vulnerable. Child on child abuse will not be tolerated.

6. Bablake's Pupil Code Of Conduct.

Bablake's Pupil Code of Conduct can be found below/overleaf. All pupils should read, understand, and agree to abide by this code as responsible, respectful and reflective members of our community.

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Belong	<ul style="list-style-type: none">• Be proud of the school and your place in it.• Be a good ambassador for the school at all times.• Wear your uniform correctly and with pride.
Be Prepared	<ul style="list-style-type: none">• Be on time to registration and to lessons.• Bring the correct equipment and books to every lesson.• Use your diary to record your homework.
Be Polite	<ul style="list-style-type: none">• Follow instructions straight away.• Be helpful to others.• Be aware of the impact your actions have on other people.
Be Hardworking	<ul style="list-style-type: none">• Complete all your work to the best of your ability.• Stay focused in lessons.• Engage fully in co-curricular activities.• Use your study time effectively.
Be Considerate	<ul style="list-style-type: none">• Respect the rights, opportunities and differences of others.• Respect the school environment.• Move around the school safely and sensibly.
Behave	<ul style="list-style-type: none">• Follow the school rules.• Take responsibility for your actions.• Make the school a safe learning environment.

These standards and many others are discussed, reminded and lived constantly throughout the day and every Pupil and member of staff is familiar with them.

I understand that there will be consequences if I do not observe the Code of Conduct.

Pupil Signature: _____ Date: _____

7. Sixth Form Contract: On-Site Code Of Conduct

Members of the Sixth Form community will operate under the following two contracts; on-site and off-site expectations.

BABLAKE SCHOOL SIXTH FORM CONTRACT

Student Name:	
Tutor Group:	

We are delighted to welcome you to the Sixth Form and hope that you find the next two years to be exciting, challenging, and positive. We strongly recommend that you embrace every opportunity and become involved in the co-curricular activities on offer. It is our aim to help you achieve your potential and leave as well-rounded individuals, with excellent results and prepared for life beyond school. To support this, we have set out our expectations in the agreement below.

Please read carefully before signing. Return to your form tutor. A copy, for reference, is in the Sixth Form Information Booklet.

1. Students should read and understand the contents of the Sixth Form Handbook and agree to comply with school rules and expectations.
2. Students should arrive punctually, attend all lessons, and use study periods effectively. Independent study periods should be used to complete homework and additional study.
3. Students should respect the atmosphere of the library and study centre by working quietly. Collaborative learning should take place in the common room.
4. Students should engage positively in opportunities for personal growth and development, including co-curricular and super curricular activities, leadership opportunities and charity initiatives.
5. Students are not permitted to park on site. If students drive, they should park considerately and be respectful of our neighbours. Transporting other students is forbidden unless it is an approved arrangement. Written parental consent is needed.
6. Students should take due care and attention of the Sixth Form areas and keep them tidy, ensuring that furniture is not moved.
7. Students should adhere to the Sixth Form Dress Code. This includes sports kit.
8. Students should complete all tasks to the best of their ability and meet the deadlines given.
9. Students should always behave in a reasonable and constructive manner and be courteous and polite, setting a positive example to others.
10. Part time work commitments should not interfere with academic studies.
11. Mobile phones are only permitted in Sixth Form areas (form room and Sixth Form Centre) and should only be used in form or lesson time when instructed by a member of staff. Phones will be confiscated if they are proving to be a distraction during study periods.

Failure to adhere to the Sixth Form Contract will result in appropriate sanctions being taken. These include lunchtime and after school detentions, parental contact, internal suspension, withdrawal from examinations and, in serious cases, may result in expulsion.

Student signature:		September 2024
Parent signature:		September 2024
Form Tutor signature:		September 2024

8. Sixth Form Contract: Off-Site Code Of Conduct

BABLAKE SCHOOL SIXTH FORM OFF-SITE CODE OF CONDUCT

Students in the Sixth Form are given the privilege of leaving the site at lunchtime.

Students should not go out every lunchtime. It is important to engage in the co-curricular opportunities the school has to offer and many students will have duties to carry out, for example as Form Prefects or Subject Ambassadors. It is expected that once or twice a week is enough.

As ambassadors for Bablake, appearance and behaviour should be impeccable at all times.

Please read carefully before signing.

- When leaving the School site at lunchtime, students are expected to sign in and out using the folder located in the main foyer.
- Students should be back on school site by 2pm, ready to start afternoon lessons.
- Students should be aware of the dangers when off-site (such as crossing busy roads) and they should avoid potential hazards.
- For games afternoons, fixtures or other school related trips, students are not allowed to travel in other students' cars, without the written permission of parents, which has also been approved by the Head of Year 11 or Sixth Form.
- Students should not congregate in large groups.
- Students should be aware of members of the public and behave respectfully.
- Students should not purchase or consume alcohol or visit public houses.
- Students should not bring hot food back to School.

Failure to adhere to the Sixth Form Off-site Code of Conduct will result in the privilege being withdrawn for a specific length of time or permanently.

Student signature:		September 2024
Parent signature:		September 2024
Form Tutor signature:		September 2024



9. Acceptable Use of ICT Policy (AUP)

Updated March 2024

ACCEPTABLE USE OF ICT POLICY (AUP)

Core Values:

Safety Responsibility Respect Honesty Integrity

POLICY AGREEMENT

Please read these statements and confirm your agreement:

Personal Safety

- I will keep my username and password safe and secure. I will not share it and will not write it down or store it where it is possible that someone may steal it.
- I will change my password at least once a term and will use a combination of 8 characters including capital and lowercase letters and numbers.
- I will not log on as anyone else; I will not use any other person's username or password.
- I will not disclose or share personal information about myself or others when online (this could include names, addresses, email addresses, telephone numbers, age, gender, educational details, financial details etc.). This does not apply to Sixth Form students who are registering with UCAS.
- I will immediately report any unpleasant or inappropriate material or messages or anything that makes me feel uncomfortable when I see it online.
- I understand that the school will monitor my use of the systems, devices and digital communications and record and act upon anything they are concerned about.

NB

- **I understand how to manage my privacy settings and safety features of websites.**
- **I understand how to use or deactivate location settings or GPS on websites, apps or games.**
- **If I arrange to meet people offline that I have only communicated with online, I will do so in a public place and take an adult with me.**

Responsible Use

- I will not eat or drink in computer areas as spillages can cause serious damage to hardware.
- I understand that the school systems and devices are intended for educational use and that I will not use them for personal or recreational use, including OneDrive.
- I will not waste resources by printing unnecessary copies. I will check my work before printing. Wherever possible, I will use both sides of the sheet of paper, for copying or printing; print only the pages I need by using the 'Print Selection' function, and to reduce the number of pages printed, I will reduce margins, use the 'Print Preview' function before printing, use a small font size and use efficient fonts such as Times New Roman or Arial which use significantly less space.
- I will only print material related to school-based work or activities.



- I will not download or upload files that might take up internet capacity and prevent other users from being able to carry out their work.
- I will delete files from my area that I no longer require.
- I will not try to upload, download or access any materials which are illegal or inappropriate or may cause harm or distress to others.
- I will not attempt to use any programmes or software that might allow me to bypass the filtering/security systems in place to prevent access to such materials.
- I will not use school systems or devices for social networking, online gaming, online gambling, internet shopping, file sharing for non-educational purposes, or recreational video broadcasting (e.g. non-educational aspects of YouTube).
- I will only use my own personal devices (mobile phones/USB devices etc) in school if I have permission. I understand that if I do use my own devices in the school, I will follow the rules set out in this agreement in the same way as if I was using school equipment.
- I will not open hyperlinks in emails or any attachments to emails unless I know and trust the person/organisation who sent the email, or if I have any concerns about the validity of the email (due to the risk of the attachment containing viruses or other harmful programmes).
- I will not install or attempt to install or store programmes of any type on any school device, nor will I try to alter computer settings unless for educational purposes.
- I will respect others' work and property and will not access, copy, remove or otherwise alter any other user's files, without the owner's knowledge and permission.
- I will immediately report any damage or faults involving equipment or software however this may have happened.

Respectful Communication

- I will be polite and responsible when I communicate with others. I will not use strong, aggressive or inappropriate language and I appreciate that others may have different opinions. I understand this includes all forms of electronic communication including email, social networking, blogging, gaming etc – whether at home or in school.
- I will not use inappropriate language when naming files or choosing passwords.
- I will only use my official school account to send and receive emails. This rule does not apply to Sixth Form students who use their personal emails for UCAS communication.
- I will not take or distribute images of anyone without their permission. I will not send Spam emails (chain, junk or bulk emails).

NB. We expect that you will uphold this standard of behaviour when you communicate with members of our community outside of school and act with respect, courtesy and integrity at all times.

Digital Honesty

When using the internet for research or recreation, I recognise that:

- I should ensure that I have permission to use the original work of others in my own work.
- Where work is protected by copyright, I will not try to download copies (including music and videos).
- When I am using the internet to find information, I should take care to check that the information that I access is accurate, as I understand that the work of others may not be truthful and may be a deliberate attempt to mislead me.



Sanctions

I understand that if I fail to comply with this Acceptable Use Policy Agreement (AUP) I will be subject to disciplinary action in accordance with the schools 'stepped approach to discipline' as set out in the School Code of Conduct and Behaviour Policy. This may include detentions, suspensions, fixed term or permanent exclusion, contact with parents and, in the event of illegal activities, involvement of the police and/or the Local Safeguarding Children's Board.

Signed by:

Endorsed by:

Pupil name:

Parent name:

Date:

Date:

A digital copy of this agreement has been sent to parents to enable parent and child to review the agreement together.



10. Acceptable Use of ICT Policy – Remote Learning Policy (AUP)

Added to Policy, March 2024

ACCEPTABLE USE OF ICT – REMOTE LEARNING POLICY (AUP)

Core Values:

Safety Responsibility Respect Honesty Integrity

Principles

- We aim to provide an excellent education to all our pupils.
- Interacting with each other online is no different than interacting face-to-face: we are required to maintain the principles of respect, dignity, prudence, concern for and protection of others, and safety in all interactions.

General Conduct

- Pupils must conduct themselves in the same way they would in school.
- Language, both spoken and written, should remain appropriate and suitably academic.
- We continue to expect the highest standards of politeness and integrity from our pupils.
- We expect pupils to access their full curriculum as much as they are reasonably able to.
- We expect pupils to meet all deadlines set by staff for the submission of work unless affected by illness or other extenuating factors.
- Pupils must respect the privacy of others and so must not share photos, videos, contact details, or other information about members of the school community, even if the content is not shared publicly, without going through official channels and obtaining permission.

Conduct in 'Live' Lessons (Meetings)

- Meetings will only occur with a minimum of three people present, including at least one teacher; unless specific consent has been authorised in exceptional circumstances by a Senior Leader.
- Pupils may join any meeting occurring in their normal class Team.
- Pupils must leave a meeting when instructed to do so.
- Staff will advise pupils of when meetings will occur in advance, where possible this will be in a normal lesson slot.
- Pupils should only enable microphones with teacher permission.
- Pupils should be mindful of the appropriateness of possible background sound when using their microphone.
- Meeting text chats should only be used for learning conversations as directed by the teacher; these chats are logged within Teams.

Pupil Camera Use on Microsoft Teams

Pupils must remember that they have agreed to follow our Acceptable Use Policy and should conduct themselves with the same standards of behaviour we expect in school.

We expect them to adhere to the following guidelines for use of their camera:

- Choose an appropriate location, not a bedroom, if possible.
- Choose a location where other people will not appear on camera without realising.
- Blur the background or add a false background using the video settings within Teams.



- If this is not possible, choose a location with a plain background.
- Be appropriately dressed at all times.
- Only turn on the camera if the teacher asks pupils to do so and only ever after the live lesson has started. Pupils will never be required to use their camera and should only do so when they feel comfortable.
- Be prepared to turn the camera off immediately if requested to do so.
- Do not use the camera as a way of communicating with others during lessons.
- The right to use a camera is a privilege we will grant in order to aid pupils' education and can be withdrawn at any time. Any misuse of a camera will be considered a serious breach of rules and will be sanctioned accordingly.

Use of Shared Resources

We expect that all resources shared by members of staff are only used as directed and on the platforms provided by CSF. In particular, if resources are shared, including audio and video, pupils must not:

- take screenshots;
- share content outside of the Team;
- record any part of a lesson or video;
- post any content on to another site/platform; or
- share any of the resources outside of the school.

Sanctions

Teachers will report unacceptable behaviour to Heads of Year and Senior Staff.

In the event of unacceptable conduct, we will adopt a 'stepped approach' to sanctioning behaviour. This may include:

- removing pupils from live Meetings;
- limiting pupil contribution rights in Teams;
- removing pupil access to live Meetings; or
- removing pupil access to any/all shared resources.



11. Attendance/Punctuality

- Punctuality is expected at all times – at registration, assemblies, lessons or any other scheduled activity.
- If you are late for school, you must report to Pupil Services immediately.
- Parents are responsible for informing the school on any occasion when their child is unable to attend due to illness, a medical appointment or pre-agreed work experience, and for providing the reason for non-attendance. This should be done by emailing the school as far as possible in advance and by the very latest by 8.25am on the morning of the absence.
- Exeats for forecast absence for part of a school day: If you need to have an exeat to be absent for part of the school day, hand the letter from your parents to your Form Tutor at registration; you should then collect and sign for your exeat at Pupil Services as you leave or, if appropriate, at break or lunchtime. Make sure you sign back in when you return.

12. Reporting

You must attend Form Registration at 8.40am.

Report to Pupil Services:

- (i) if you are late for registration;
- (ii) if you arrive after registration closes at 9am;
- (iii) to collect an exeat if you have a medical or other appointment;
- (iv) when you return from an appointment.

Report to the School Nurse if you feel ill at any time. Pupils who feel unwell must not contact parents directly on their mobile phone. The School Nurse will make a professional assessment of need and contact home if appropriate.

Report to your Form Tutor immediately, any damage to or loss of personal or School property.

13. Absence

Always tell your Form Tutor of any projected absence.

Requests for forecast absence for longer periods and for exceptional reasons (such as attending a funeral or wedding, religious observance, elective surgery, or involvement in a regional or national extracurricular competition) must be made by seeking authorisation for the absence from the school by writing to the Head at least a week in advance of the proposed date(s) of absence.

Pupils in Shells to Yr I I should not leave the school site during school hours without an exeat which has been granted on receipt of a note, email, or telephone call from parents.



14. School Nurse

If you are unwell in a lesson, you should ask the member of staff's permission to go to the School Nurse. After assessment and if appropriate, she will contact parents and arrange for you to go home.

Pupils who feel unwell must not contact parents directly on their mobile phone. The School Nurse will make a professional assessment of need and contact home if appropriate.

The School Nurse **must be advised in writing by parents**, of any medically prescribed inhalants or drugs you may need whilst in School. This medication must be held with the School Nurse.

15. Behaviour Out of School

As in School, the emphasis should be on orderly and thoughtful behaviour and being a credit to yourself and the School. At all times, every consideration should be given to members of the public. When waiting for public transport, the pavements should be kept clear to allow pedestrians to pass.

16. Pedestrians

Pedestrians should enter and leave the school grounds either by the pedestrian gates in Coundon Street or via the Caretaker's entrance – not via the turning circle. Pupils waiting for school buses must wait on the tarmac area by the turning circle until ordered to move towards the bus by the duty site services officer (SSO). In inclement weather pupils may be directed to wait under the Sixth Form Block.

17. Cyclists

Cyclists should observe the code of road safety – it is mandatory that a helmet be worn. All cyclists should dismount on entering the school grounds. Cycles should be locked in the racks in the designated area and marked with the owner's name or postcode.

18. Organisation, Health and Safety

It is extremely important that you should take care of the school buildings, grounds and equipment. You should respect the belongings of others. Litter should be placed in bins.

In particular you should ensure that:

- Your uniform and belongings are marked clearly with your name.
- You look after your textbooks and other items on loan (you will be charged for loss or damage).
- You leave money and valuables at home.



- You report all breakages or damage to school property immediately and directly to the Pupil Services. Inform your Form Tutor of the occurrence.
- Bags left overnight are placed neatly in Form Rooms and not left lying around the school or outside buildings.
- You are permitted access to your Form Room during morning break; however, we will encourage you to be outside in good weather.
- During lunchtime, pupils are not permitted in their Form Rooms until 1.30pm and for Key Stage 3, only under the supervision of a Sixth Form Prefect. The only exception is during wet break when pupils are allowed to take shelter in their Form Rooms. Exemplary behaviour is expected at all times; any pupils who misbehave will be sanctioned accordingly.
- Pupils are not permitted in others' Form Rooms unless by prior arrangement with your Head of Year. Communal areas of the school site can be used to meet with peers.
- Pupils may consume water in class with permission from the class teacher. A bottle with a sports top should be used. No food, hot or cold soft drinks to be consumed in any classrooms and corridors anywhere in school. Water is the only exception but must never be consumed in science labs or computer rooms.
- All other food and drink must be consumed during break/lunch time in the dining hall, Sixth Form Common Room (for 6th Formers) or outside, preferably on the picnic tables or benches provided.
- Banned items:
 - Knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, e-cigarettes, vapes, matches, lighters, fireworks, pornographic images,
 - 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).
- Under common law, school staff have the power to search a pupil for banned items as listed in this policy. A search will be considered if the school has reasonable grounds for suspecting that a pupil is in possession of a banned item. A member of staff may confiscate an item if it is banned, if it poses a risk to any person or is evidence in relation to an offence.

19. Year 11 & Sixth Form Only

19.1. Students Who Drive Cars

The following rules apply: -

1. Sixth Form students are not allowed to drive or park their vehicles on school premises without the permission of the Head.
2. For games afternoons, fixtures or other school related trips, pupils are not allowed to travel in other students' cars, without the written permission of parents, which has also been approved by the Head of Year 11 or Sixth Form.
3. Parents are reminded that Sixth Form students are normally allowed to leave the school premises during lunchtime. Lower Sixth pupils will not be allowed to leave school during the first few weeks of the school year whilst we develop good work habits.



20. Parents and Carers

Parents and carers play a vital role in the partnership with school and should undertake to uphold the School's Behaviour Policy. Whilst it is tempting to contest sanctions, please understand that colleagues are doing their best to set clear and consistent boundaries in the interests of every learner. Your support and trust are expected when we issue sanctions so we may achieve a positive outcome.

In the first instance, please encourage *your child* to engage with school should they feel a sanction has been unfairly imposed. We do on occasion unintentionally get it wrong and have the humility to acknowledge our mistakes. We ask that you aim to work alongside us and trust School to do what is right and fair.

With this in mind, we expect parents and carers to:

- work in partnership with the school;
- contact the appropriate professional in accordance with 'Whom Should I Contact' form;
- contact pupil services if you need to get a message to your child. Do not contact your child directly via their mobile phone – we need to be kept abreast of your child's welfare and pupils are not permitted to have their phone switched on during the school day;
- accept the Behaviour Policy even when this means your child receiving a serious sanction;
- inform the school of any concerns;
- respond to concerns raised by staff;
- ensure pupils come to school correctly equipped and prepared to learn;
- consult with the Head of Learning Support in order to ensure your child's learning needs are met.



21. Rewards System

21.1. Praise Points

Pupils will be issued with praise points when one or more of the following characteristics are observed by their subject teacher, form tutor, Head of Year, support member of staff or any visitors to the school.

Bablake Learner
Responsible
Responsible - Can-do attitude
Responsible - Adaptable
Responsible - Patient
Bold
Bold - Tolerant
Bold - Upstander
Bold - Courageous
Resourceful
Resourceful - Resilient
Resourceful - Self-reflective
Resourceful - Leader
Resourceful - Independent learner
Curious
Curious - Enthusiastic
Curious - Hardworking
Curious - Active listener
Creative
Creative - Collaborative
Creative - Thinking outside the box
Creative - Co-operative learner

Notice the Good

Visits to class and co-curricular activities will be made by the Senior Leadership Team and Middle Leaders during the final 2 weeks of every half-term. Teachers will be asked to identify pupils they have been most impressed with, and praise points will be recorded accordingly.

Praise points awarded will be available to view on the Parent Portal. Parents can also sign up to receive email and text notifications for praise points.

22. Detention System

22.1. Conduct Points

All staff will abide by the Conduct Chart (see below) when dealing with misbehaviour.

Detention System
Conduct = points issued; when pupil reaches x 8 points over a half term , HoY/Ft notified, review data and if appropriate log lunchtime detention X 15 points in a half term HoY/Ft notified, review data and if appropriate log on an after school detention
Lunchtime Service = pupil to attend SSO/Duty Staff detention and complete a community service task
Lunchtime = pupil to attend Duty Staff detention and completes a reflective task which includes identified goals to avoid a repeat
After-School = pupil attends Duty Staff detention and completes a reflective task which includes identified goals to avoid a repeat
Dept = for academic misdemeanours; pupil to repeat subject specific work or related task
ML/Dep.Head = pupil to be removed from lesson and sent to HoD or SLT Duty
Dep. Head/Suspension = pupil to attend DH detention or suspension meeting with Head which includes a reflective task to identify goals to avoid a repeat

Description	Conduct	Notes
Bad language	Conduct	Swearing is unnecessary and disrespectful. If not directed at anyone and without thought - please apologise.
Dangerous conduct - running in corridor	Conduct	Walking and keeping to the left along corridors will avoid accidents and enable all to feel safe; move around the school safely and sensibly.
Disruption to other's learning during a lesson	Conduct	Be aware of the impact your actions have on others' learning.
Dropping litter	Conduct	Litter should be placed in bins, where appropriate recycling bins must be used - we all want to enjoy our surroundings, please respect them.
Electronic device use between 8-4pm	Conduct	Airpods/headphones - Sixth Form Students are permitted use in Sixth Form Centre only.
Lack of equipment for learning*	Conduct	Use your diary to record deadlines; manage your time effectively and take responsibility for your actions.
Lack of respect/unkind remarks towards other pupils or staff	Conduct	Be aware of the impact your action has on others; be helpful, be kind, respect the rights, opportunities and differences of others.
Punctuality	Conduct	In form rooms by 8.40am and on time for all lessons; posters in all classrooms indicate lesson start and end times.
Uniform presentation	Conduct	Wear your uniform and lanyard correctly and with pride.



* Please note the PE & Maths Department will issue a conduct point and department led detention after one verbal warning for failing to bring PE kit or for Maths, failing to bring a calculator; both these subjects rely heavily on prescribed equipment to progress learning.

Description	Detention	Notes
Cumulative conducts	Lunchtime (Service)	Be aware and reflect on your actions; engage fully in all that school offers.
Insufficient or incomplete homework	Department	Complete all your work to the best of your ability.
No homework	Department	Use your diary to record your homework.
Continued lack of respect/unkind remarks towards other pupils or staff	Lunchtime (Service)	Be aware of the impact your action has on others; be helpful, be kind, respect the rights, opportunities and differences of others.
Bad language (towards or about someone)	Lunchtime (Service)	Be a good ambassador for the school at all times (especially when no-one is watching); be helpful, be kind and respectful of others.
Bringing takeaway/fast food/energy drinks onto premises	Lunchtime (Service)	Onsite catering serves foods with strict allergen management; respect the needs of others and make healthy choices around food and drink.
Failure to comply with reasonable request	Lunchtime (Service)	Follow instructions straight away; be a good ambassador for the school at all times.
Chewing gum	Lunchtime (Service)	Respect the school environment.
Repeated disruption to others' learning during a lesson	Lunchtime	Be aware of the impact your actions have on others' learning; stay focused in lessons.
Persistent lack of equipment for learning	Lunchtime	Bring the correct equipment and books to every lesson.
Missed coursework deadline	After-School	Use your diary to record deadlines; manage your time effectively and take responsibility for your actions.
Dangerous conduct (professional judgement e.g seatbelts; safety goggles; climbing buildings)	After-School	Move around the school safely and sensibly so all members can feel safe, calm and supported.
Plagiarised homework	After-School	Take responsibility for your actions.
Inappropriate online behaviour during a lesson	After-School	Be a good ambassador for the school at all times (especially when no-one is watching); be helpful, be kind and respectful of others.
Overt discriminatory language towards another pupil	After-School	Be a good ambassador for the school at all times (especially when no-one is watching); be helpful, be kind and respectful of others.
Persistent disruption to others' learning	After-School	Be aware of the impact your actions have on others' learning; stay focused in lessons.
On school premises but unsupervised beyond 4.15pm	After-School	Follow the school rules so we can keep you and others safe.
Use of mobile phone between 8-4pm (including smartwatches)	After-School	Take responsibility for your actions; learn from your mistakes.

Bounds: labs with exception of form rooms); behind sports hall; behind EDM; DT workshops	After-School	Follow the school rules so we can keep you and others safe.
Bullying: repeated unkindness (verbal/physical/cyber)	After-School/ Dep. Head/ Susp.	Be a good ambassador for the school at all times (especially when no-one is watching); be helpful, be kind and respectful of others.
Graffiti and wilful damage to school property	Dep. Head	Respect the school environment.
Plagiarised Coursework	Dep. Head	Take responsibility for your actions.
Continuation of disruption to others' learning despite previous warnings	Dep. Head	Follow instructions straight away; be a good ambassador for the school at all times.
Extreme disrespectful or disobedient behaviour	Dep. Head/ Susp.	Take responsibility for your actions.
In possession of a banned item	Dep. Head/ Susp.	Follow the school rules so we can keep you and others safe.
Physical/sexual assault	Dep. Head/ Susp.	Be a good ambassador for the school at all times (especially when no-one is watching); be helpful, be kind and respectful of others.
Possessing indecent imagery	Dep. Head/ Susp.	Be a good ambassador for the school at all times (especially when no-one is watching); be helpful, be kind and respectful of others.
Repeated prejudice-based behaviour or discrimination towards other pupils or staff	Dep. Head/ Susp.	Be a good ambassador for the school at all times (especially when no-one is watching); be helpful, be kind and respectful of others.
Theft	Dep. Head/ Susp.	Be proud of your school and your place in it; take responsibility for your actions and learn from your mistakes.
Inappropriate or threatening behaviour towards other pupils or staff	Dep. Head/ Susp.	Make the school a safe and supportive environment for all; be a good ambassador (especially when no-one is watching).
Truancy - registered on site but have chosen not to attend lesson or other regulated activity	Dep. Head/ Susp.	Follow the school rules so we can keep you and others safe; do your best.
Videoring or taking photos of other pupils or staff without consent	Dep. Head/ Susp.	Be aware of the impact your action has on others; be helpful, be kind, respect the rights, opportunities and differences of others.

Any continuation of behaviours deemed to be disrespectful or irresponsible will be escalated accordingly.

The descriptors and behaviours in this policy are not exhaustive and the Head remains the final arbiter on any sanction.



Where data indicates patterns of repeated misbehaviour, the pastoral team will consider placing the pupil on report to monitor and encourage positive engagement more rigorously. Parents will be notified and involved in discussions to determine the appropriate level of support.

Fortnightly line management meetings between Senior Leaders and Middle Leaders include pupil concerns as a standing item. Where behaviour changes have been noted, colleagues will always look to identify the root cause, rather than simply sanctioning pupils whose behaviour is out of the ordinary.

This may include further enquiry regarding child development indicators:

- SEND
- Low self-esteem
- Eating habits
- Low mood
- Bereavement or loss
- Loneliness or isolation
- Friendship or relationship issues
- Bullying
- Neglect or abuse
- Exploitation
- Poor sleep hygiene
- Separated families

Detentions are held either at lunchtime or after-school (see [Conduct Chart](#)). For after-school detention, parents will be emailed at least 24 hours in advance stating the reason for it. Conducts and detentions will be available to view on the Parent Portal. Parents can also sign up to receive email and text notifications for conducts and detentions.

After-School Detention	4:10 – 4:50pm
Double Detention	4:10 – 5:15pm

All after-school detentions will in the first instance be single sessions. Heads of Year in consultation with administrators, will advise where repeat behaviours should be stepped up to a 'Double Detention' session.

Deputy Heads' detentions are given for persistent or serious offences and are held on a Friday evening from 4:10 – 5:30pm. An end of term detention may be issued to avoid further delay created by a school holiday.

The objective of detentions will be about giving back positively through 'community service' or a reflective task to help develop self-awareness and a commitment to agreed targets to improve behaviour.

Since the advent of the **School Standards and Framework Act 1998**, corporal punishment has been banned in all schools, and is therefore explicitly forbidden at Bablake.



23. Managing Extreme Situations

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence;
- causing personal injury to themselves or another;
- causing damage to property belonging to them or another, including the school;
- any behaviour prejudicing the maintenance of good order and discipline in the school.

23.1. Use Of Reasonable Force Schools Can Use Reasonable Force

Examples of where the use of force might be reasonable are listed below:

- a pupil attacks a member of staff, or another pupil;
- pupils are fighting, causing a risk of injury to themselves or others;
- a pupil is committing, or on the verge of committing, deliberate damage to property;
- a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or object;
- a pupil absconds from a class (or detention) or tries to leave school other than at an authorised time. Refusal of a pupil to remain in a particular place is not enough on its own to justify use of force. It would only be justifiable where allowing a pupil to leave would:
 - i. entail serious risks to the pupil's safety (taking into account age and understanding), to the safety of other pupils or staff, or of damage to property; or
 - ii. lead to behaviour that prejudices good order and discipline, such as disrupting other classes;
 - iii. a pupil is behaving in a way that seriously disrupts a lesson; or
 - iv. a pupil is behaving in a way that seriously disrupts a school sporting event or school visit.

In these examples use of force is likely to be construed as reasonable (and therefore lawful) if it was clear that the behaviour was sufficiently dangerous or disruptive to warrant physical intervention of the degree applied and could not realistically be dealt with by any other means.

23.2. Using Force

Before using force, staff should – where practicable – tell the pupil to stop misbehaving.

Care should be taken to avoid giving the impression that the member of staff is angry or frustrated or are acting to punish the child. It should be clear with calm language that as soon as the need for force ceases, it will stop.

Appropriate use of force will range from physical passive presence in between pupils, to blocking a pupil's path, ushering them by placing a hand in the centre of the back, leading/guiding them by the hand or arm, to, in more extreme circumstances, using appropriate restraining holds.

Particular attention will be given to individuals' needs which arise from statements of SEN or disability.



Whilst it is highly desirable that staff should avoid acting in any way which might reasonably be expected to cause an injury, in truly exceptional circumstances, it is recognised that it may not always be possible to avoid. Any such injury caused will be properly investigated by the school and will require justification.

23.3. Keeping Records

When force has been used the Head and DSL should be informed immediately. A record of each significant incident of the use of force to control and restrain will include the following details:

- name of member of staff;
- date of the incident;
- names of pupils involved;
- witnesses;
- where the incident took place;
- description of the incident;
- any steps taken to calm the situation before force was considered necessary;
- reason why the use of force was necessary;
- nature of the force used;
- the Pupil's response;
- the outcome;
- details of any injury suffered or damage to property.

A copy of the incident form can be found at the end of the school's 'Use of Reasonable Force Policy', entitled, 'Record of an Incident Requiring Physical Intervention/Restraint'. The purpose of recording is to ensure that policy guidelines are followed, to inform parents/carers, to inform future planning as part of the school improvement processes, to prevent misunderstanding or misinterpretation of the incident and to provide a record for any future enquiry. Parents/carers will be informed of the incident.

23.4. Post Incident Support

After each physical restraint the Pupil needs to be assessed by the School Nurse and recorded on the Physical Intervention Form found at the end of this policy.

If injuries result from the application of reasonable force, medical attention should be sought immediately. It is also important to ensure that staff are given emotional support. As soon as possible after the incident, parents/carers should be informed. When assessing the incident, consideration may be given to involving multi-agency partners to offer support or advice.

Where a Pupil is responsible for injury to another, as well as holding him/her to account and issuing appropriate sanctions, the Pupil will be given the opportunity to repair the relationships with pupils and staff affected by the incident. The Pupil will be offered appropriate support to help develop strategies for avoiding such crisis points in future.

23.5. Other Physical Contact with Pupils

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples of where touching a pupil might be proper or necessary:



- when comforting a distressed pupil;
- when a pupil is being congratulated or praised;
- to demonstrate how to use a musical instrument;
- to demonstrate exercises or techniques during a PE lesson or coaching session;
- to administer first aid.

24. Review, Approval and Publication

The Deputy Head Pastoral has strategic oversight of this policy which is reviewed every year unless otherwise required owing to a change in policy/legislation or guidance, or should an incident require immediate changes; once reviewed, the policy is presented to the Education Oversight Committee for their formal recommendation to present it to the Full Governing Board for final approval.

This policy will also be made available to parents/carers via the School's website.

25. Related Policies and Procedures

This policy may need to be read in conjunction with the following Foundation/School policies:

- Safeguarding and Child Protection Policy
- CSF Exclusion Policy
- CSF Acceptable Use (of ICT) Policy (AUP)
- CSF Acceptable Use (of ICT) Policy (AUP) Remote Learning
- Life Choices Policy
- Use of Reasonable Force Policy

And/or with reference to the following legislation or governance provisions:

- The Independent School Standards Regulations (ISSR).
- Independent Schools Inspectorate (ISI) - Para 10, Part 3 ISSR – Welfare, health and safety of pupils.
- Keeping Children Safe in Education **2024**.
- School Standards and Framework Act 1998
- Section 93 of the Education and Inspections Act 2006

END