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Whole School  
**Behaviour Policy**

5	Sep 2024	Policy adapted	BSB	
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This policy applies to all areas of the school, including EYFS.

## 1. Aims and Ethos

### 1.1 Aims

This policy is designed to inspire a whole-school approach to behaviour management. Our aim is that Bishopsgate children will:

- Be inclusive and understanding with consideration for the rights, views and property of others.
- Develop a responsible and cooperative attitude towards work and towards their roles in society.
- Achieve their potential in terms of appropriate self-esteem, academic achievement, aesthetic appreciation and spiritual awareness.
- Be secondary ready with exemplary learning behaviours which will lead to success at future schools.

### 1.2 Our Ethos

At Bishopsgate we allow pupils the freedom to make and learn from mistakes, which teaches resilience and encourages a growth mindset. By emphasising the importance of respect and empathy for one another, pupils develop the skills for conflict resolution. As staff, it is our responsibility to build strong relationships with pupils, lead by example and model consistent, calm behaviour. We encourage competency and independence by recognising progress over outcomes. We focus on positive rewards and motivation. We try to give authentic feedback in the moment. We value strong connections and encourage collaboration and open conversations with all members of our community. We call this positive behaviour management.

## 2. Behaviour Expectations and Bishopsgate Learning Behaviours

### 2.1 Behaviour Charters

Each academic year, the students in each year group will create a Behaviour Charter whereby the children develop a set of rules and expectations for behaviour at Bishopsgate. Once agreed upon, the children will sign this to show that they will work together to create the best possible learning environment for themselves and each other.

### 2.2 Pre-Prep Behaviour Expectations

Category	'Expected' behaviour statements	'Expected' behaviour
Please note that as children progress through this phase they are developing the language skills needed to express their feelings. A lack of ability to communicate can lead to frustration. Their behaviour expectation must be inline with their emotional/language maturity. If you are unsure of the level of an individual pupil please refer to the form tutor or Head of Lower		

School for further information.		
Respect for myself	<ul style="list-style-type: none"> <li>★ I will always try to give things a go</li> <li>★ I will try to make good choices</li> </ul>	<p>Confident to speak to others about own needs, wants, interests and opinions</p> <p>I can contribute to discussion and ideas</p> <p>Follows known classroom routines cooperatively</p> <p>Follows instructions with more independence</p> <p>Behaves appropriately in known situation</p> <p>Adjust behaviour when asked by an adult or when behaviour expectations are outlined clearly</p> <p>Tries to do what is right and makes appropriate choices</p> <p>Should tolerate small delays or changes to their routines or day</p> <p>Is aware of the boundaries set in the classroom and playground</p>
Respect for others	<ul style="list-style-type: none"> <li>★ I use my words and my actions to be kind to others</li> <li>★ I let others join in my games and activities</li> </ul>	<p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>Listen when it is someone else's turn to speak</p> <p>Keep hands and feet to themselves</p> <p>Use kind words</p> <p>Include others in my play and activities</p> <p>Use good manners</p> <p>Trying to take steps to resolve conflicts with other children, e.g. finding a compromise, or asking for help</p>
Respect for learning	<ul style="list-style-type: none"> <li>★ I try hard in all areas of my learning</li> <li>★ I follow instructions and give things a go</li> </ul>	<p>Should be able to pay attention for 1 and a half minutes for every year of their age</p> <p>Tries to complete instructions given to them</p> <p>Tries to please adults and their peers</p> <p>Works with an appropriate level of independence and tries to engage others in their work and games when appropriate</p>
Respect for property	<ul style="list-style-type: none"> <li>★ Look after equipment, putting it away after it is used</li> </ul>	<p>Chooses needed objects/tools for an activity and retrieves them. Uses equipment gently and safely.</p> <p>Tidies up at the end of an activity when the item can be placed back and asks for help for those they can not</p>

### 2.3 Lower and Middle Prep Behaviour Expectations

Category	'Expected' behaviour statements	'Expected' behaviour
Respect for	★ I know when and who to ask	Understands and follows the expectations

myself	<p>for help when I need it</p> <ul style="list-style-type: none"> <li>★ I will always try to give things a go</li> <li>★ I am a good role model</li> </ul>	<p>for the classroom and playground</p> <p>Sets a good example</p> <p>Behaves appropriately given the circumstance</p> <p>Is dressed appropriately</p> <p>Arrives punctually</p> <p>Can adapt to changes in routine</p> <p>Tries to manages time effectively in class</p> <p>Able to accept a fair sanction and amend behaviour</p>
Respect for others	<ul style="list-style-type: none"> <li>★ I use my words and my actions to be kind to others</li> <li>★ I let others join in my games and activities, negotiating as we work and play</li> <li>★ I am kind and show empathy for others</li> </ul>	<p>Listen when it is someone else's turn to speak</p> <p>Keep hands and feet to yourself</p> <p>Uses positive language when speaking to others</p> <p>Include others in my play and activities</p> <p>Use good manners</p> <p>Listen to ideas of others and negotiates with others</p> <p>Understands communication is listening as well as speaking and uses appropriate language</p> <p>Can collaborate effectively in any group and takes on different roles</p> <p>Can mediate friendship issues but seeks out adult support when it is beyond them</p> <p>Shows empathy</p> <p>Offers help and shows small acts of courtesy</p>
Respect for learning	<ul style="list-style-type: none"> <li>★ I try hard in all areas of my learning</li> <li>★ I take part in all activities</li> <li>★ I make the most of my learning opportunities</li> </ul>	<p>Should be able to pay attention for 1 and a half minutes for every year of their age</p> <p>Tries hard on a task regardless of subject</p> <p>Shows care for presentation/ quality of work</p> <p>Actively engages in tasks and discussions</p> <p>Acts on advice given</p> <p>Can ask for help when needed</p> <p>Can discuss choices made</p>
Respect for property	<ul style="list-style-type: none"> <li>★ I use equipment carefully and gently, putting it away properly when finished</li> <li>★ I bring in and look after my own equipment</li> <li>★ I take pride in my school uniform</li> </ul>	<p>Arrives with all necessary equipment</p> <p>Changes quickly and keeps kit tidy</p> <p>Organises belongings effectively with some adult support</p> <p>Follows school ICT rules</p> <p>Treats school equipment with respect and care</p> <p>Uses equipment gently and safely</p> <p>Tidies up at the end of an activity when the item can be placed back and asks for help</p>

		for those they can not
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## 2.4 Upper Prep Behaviour Expectations

Category	'Expected' behaviour statements	'Expected' behaviour
Respect for myself	<ul style="list-style-type: none"> <li>★ I set a good example to others</li> <li>★ I adapt my behaviour to the suit the situation</li> <li>★ I manage my time effectively and prioritise commitments</li> </ul>	Sets a good example Behaves appropriately given the circumstance Is dressed appropriately Arrives punctually Can adapt to changes in routine Manages schedule i.e. music lessons and clubs Manages time effectively and meets deadlines Able to accept a fair sanction and amend behaviour Seeks leadership/responsibility opportunities Contributes to school life through music, sport, extracurricular activities
Respect for others	<ul style="list-style-type: none"> <li>★ I have positive relationships with my peers and adults</li> <li>★ I influence others to make positive choices</li> <li>★ I am kind and show empathy for others</li> </ul>	Has positive relationships with peers and adults Uses appropriate language towards peers, teachers, parents, other adults Influences others to make positive choices Understands communication is listening as well as speaking and uses appropriate language Can collaborate effectively in any group and takes on different roles Can think of the group as well as personal benefit Can mediate friendship issues with little adult intervention Able to pick up on social cues and show empathy Offers help and shows small acts of courtesy
Respect for learning	<ul style="list-style-type: none"> <li>★ I try hard in all areas of my learning</li> <li>★ I care about the quality and presentation of my work</li> <li>★ I am proactive and try to solve problems</li> </ul>	Tries hard on a task regardless of subject Works diligently and cares about presentation/ quality Actively engages in tasks and discussions Acts on advice given Can ask for assistance/ extensions from

		subj. teachers Can discuss choices made Hands in prep on time, meets deadlines
Respect for property	<ul style="list-style-type: none"> <li>★ I look after my Chromebook and use it appropriately</li> <li>★ I look after my own and other people's belongings</li> <li>★ I take pride in my school uniform</li> </ul>	Arrives with all necessary equipment Changes quickly and keeps kit tidy Organises belongings effectively Looks after Chromebook and uses it appropriately Returns Chromebook to the trolley at end of the day Follows school ICT rules Treats school equipment with respect and care Treats other people's belongings with respect & care

### 3. Behaviour Management - Rewards and Sanctions

At Bishopsgate we aim to motivate through rewards but we understand that sometimes children make the wrong choices. Our behaviour ladder facilitates clear boundaries where children learn from mistakes and thrive in an environment of positive reinforcement.

#### 3.1 The Behaviour Ladder

Level	Examples of Behaviour	Possible Actions	Recording
<b>Exceeding expectations</b>	<ul style="list-style-type: none"> <li>● Sustained/outstanding effort on a subject or project.</li> <li>● Self initiated project / charity work</li> <li>● Exceptional achievement / talent</li> <li>● Being a stand out role model in approach to learning, kindness or manners</li> </ul>	<ul style="list-style-type: none"> <li>● Headmaster's Commendation (HMC)</li> <li>● Highlighted in Whole-School Assembly or Nutshell</li> <li>● Celebration Lunch</li> </ul> <p style="color: purple; text-align: center;"><b>Communication with parents</b></p>	<p><b>Recorded on SIMS</b></p> <p>Exceeding expectations</p> <p>(Comment must be added to describe)</p>
<b>Beyond expectations</b>	<ul style="list-style-type: none"> <li>● A particularly good piece of work</li> <li>● Sustained effort and resilience during learning</li> <li>● Collaborating effectively with peers</li> <li>● Confident and informative presentations</li> <li>● Showing leadership / taking initiative around school</li> <li>● Particularly smart, courteous, good manners</li> <li>● A good role model to others</li> <li>● Taking particular care of, or tidying the environment</li> </ul>	<ul style="list-style-type: none"> <li>● Individual House Point Reward</li> <li>● Beyond Reward (2 House Point and an email home)</li> <li>● Share and display work</li> <li>● Leadership opportunities</li> <li>● Commendation Certificate</li> <li>● Verbal recognition</li> </ul>	<p><b>Recorded on SIMS</b></p> <p><u>Beyond expectations</u> for: Quality of work Effort Collaboration Independence Kindness Manners Leadership</p>

			Communication Organisation Resilience Other
<b>Achieving expectations</b>	<ul style="list-style-type: none"> <li>Meeting expectations regarding behaviour in and out of the classroom, class work, respect, manners and kindness</li> </ul>	<ul style="list-style-type: none"> <li>Regular House Point rewards</li> <li>Verbal feedback</li> </ul>	<b>Not recorded on SIMS</b>
<b>Below Expectations</b>	<ul style="list-style-type: none"> <li>Poor effort</li> <li>Incorrect uniform or equipment</li> <li>Low level disruption during lessons</li> <li>Minor disrespect (e.g. answering back)</li> <li>Poor movement around school (barging/ running)</li> <li>Being unkind or inconsiderate</li> <li>Talking/shouting out or interrupting (inc. during assemblies)</li> <li>Minor offensive language (i.e. 'what the hell?')</li> <li>Lack of manners towards adults</li> <li>Missing Prep</li> </ul>	<p><b>Stage 1</b> - Reminder given  <b>Stage 2</b> - Warning ( 3 Warnings in a week equates to a Detention)  <b>Stage 3</b> - Teacher Intervention  <b>Stage 4</b> - Reflection Time (Yrs R-5) Detention (Yrs 6-8) with Head of Section (<i>Communication will be sent home by the teacher who sets the detention</i>)</p>	<p><b>Recorded on SIMS</b></p> <p>Quality of work Uniform Equipment Kit Low level disruption Disrespect Effort Movement Listening Unkindness Assembly Lateness ICT use</p>
<b>Continued Poor Behaviour or Serious Breach</b>	<ul style="list-style-type: none"> <li>Continued low level disruption/poor effort/manners</li> <li>Misuse of ICT</li> <li>One off incident (unkindness, physical behaviour, poor sportsmanship etc)</li> <li>Disrespect (rudeness, argumentative)</li> <li>Dangerous behaviour</li> <li>Harassment or Bullying</li> <li>Racism or sexist comments</li> <li>Vandalism or theft</li> <li>Serious misuse of ICT</li> <li>Accumulation of lesser sanctions, Serious physical behaviour or 'intent' to harm</li> <li>Targeted or repetitive unkindness</li> </ul>	<p><i>In every case - Positive Restorative justice conversation with Head of Section will take place and parents will always be informed</i></p> <p><b>Stage 1</b> - Positive reinforcement Chart (A Target Chart with three positive targets, ticked by each teacher and reviewed by Head of Section each day)</p> <p><b>Stage 2</b> - Deputy Head After School Detention and Student on Report to Assistant/Deputy Head (Target Card) Comments made by every teacher in each lesson and shared with parents daily.</p> <p><b>Stage 3</b> - Internal Suspension Continued poor behaviour may result in internal suspension. In this case pupils will be supervised by the Assistant/Deputy Head for</p>	<p><b>Recorded on SIMS</b></p> <p>(Comment must be added to describe)</p>



		<p>a maximum of two days.</p> <p><b>Stage 4 - External Suspension</b> The Headmaster will meet with the parents to inform them of the external suspension. Governors will be informed. External suspension can be for up to one week. The school will not refund monies in the event of an external suspension.</p> <p><b>Communication with parents via email from staff member involved</b></p>	
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**Abbreviations:** L - Leadership - **PL** - Pastoral Leader, **HoD** - Head of Department, **SENCO** - Special Educational Needs Coordinator - **MHL** - Mental Health Lead, **FT** - Form Tutor, **SIMS** - our information management system

### 3.2 Adaptation

The School recognises that each individual is different and has the right to adapt the use of this ladder to suit the situation where necessary. However, all students, regardless of need, are required to be able to meet Bishopsgate behaviour standards.

### 3.3 Anti-bullying Policy

This policy works in tandem with our [Anti-Bullying Policy](#).

### 3.4 Exclusion Policy

The decision to suspend or exclude a pupil will normally be taken by the Headmaster and include a meeting with parents. This will be recorded in the Exclusion Log. In cases involving permanent exclusion, parents may take the matter to a hearing of a Governors' Appeal Panel. This panel consists of three members of the Governing Board and is accessed by writing to the Chair of Governors via the Clerk to the Governors, % Bishopsgate School.

### 3.5 Restorative Justice

Bishopsgate uses a process called restorative justice when dealing with some behaviour. Restorative justice brings those harmed together with those who caused the harm. Communication is guided by our staff so that children learn to resolve conflict. To facilitate this process, we use an age-appropriate script (see Appendix A).

### 3.6 Behaviour Tracking

In order to track and spot patterns in behaviours, we use SIMS to record times where children are exceeding, falling short or in serious breach of expectations. This information is collated and used to facilitate conversations between the child, parent and their tutor. EYFS use a combination of Evidence Me and SIMS to track behaviour and the Characteristics of Effective Learning (CoEL).

## 4. Appendices

### 4.1 Appendix 1 - Restorative Justice Process

Before the conversation, consider:

- Is the location suitable for the conversation?
- The frame of mind of those involved - are they ready to discuss what happened?
- Have you got time to deal with this fully?
- Are all the relevant people present?

**Your role is to facilitate the conversation and allow the children involved to speak to each other.**

(Party 1)

Can you explain why we are here and **what has happened?**

What were you doing before this happened?

Why did this happen? What caused this to happen?

(Party 2)

Can you explain what happened from your point of view?

What were you doing before this happened?

Why did this happen? What caused this to happen?

*Using their own words, reiterate the accounts back to them, highlight any inconsistencies and try to reach an agreement of the events together. If events cannot be agreed you may need to involve other witnesses at this point*

How did it make you feel? How do you think they feel?

How did it make you feel? How do you think they feel?

How could you deal with this differently if it happened again?

How could you deal with this differently if it happened again?

What can we do to make this right?

What can we do to make this right?

<https://www.youtube.com/watch?v=gJJxbn1VjYo&authuser=1>

## 4.2 Appendix 2 - Recording and Reflecting on Behaviours

Note: SIMS uses the term 'achievement' for any positive behaviour and 'behaviour' for any negative behaviour

### **Recording minor rewards and sanctions** (Falling Short and Beyond Expectations)

These should be recorded on a frequent basis using SIMS. Please refer to the SIMS crib sheet for instructions.

Across the whole school, this could be done in the following ways:

- Recording a specific behaviour incident for a specific child or group of children
- Highlighting a specific behaviour that you will be looking for in the lesson and making a judgement on whether each child has fallen short or is beyond expectations.

This judgement could be made by:

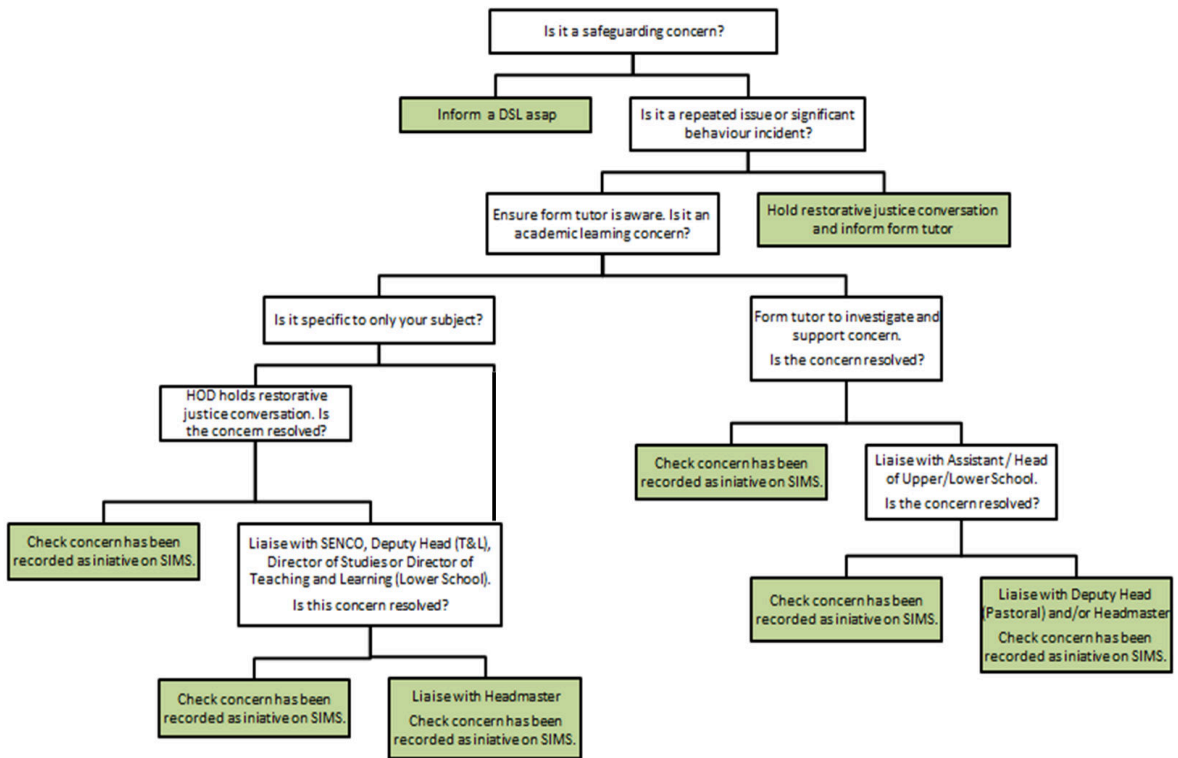
- the teacher
- the pupil, (self assessment with agreement/discussion with the teacher if necessary)
- peer/group assessment (the class discuss who falls into each category with discussion)
- a pupil observer (one child is nominated to watch for the specific behaviour during the session and then report back to the teacher/class)

It is expected that behaviours should be recorded when a specific incident occurs anywhere around school, or, approximately one per lesson. Entering these minor behaviours on a frequent basis allows us to build up a detailed picture of each child and make tracking and discussions with the child much more meaningful. In the Lower School an entry should be made a minimum of once a day, as the children have more contact with their form tutors throughout the day, following the above guidance.

### **Recording major rewards and sanctions** (Exceeding, Below and in Serious Breach Expectations)

These should be as and when is necessary and as soon after an event as possible. The member of staff who witnesses or deals with the behaviour should enter into SIMS (for example, if a child hits another pupil during lunchtime then the teacher who dealt with the incident should enter this behaviour into SIMS). Form tutors should help facilitate an accurate record of those in their form by prompting those teachers to do so if forgotten.

### 4.3 Appendix 3 - Response flow chart



#### 4.4 Appendix 4 - Middle and Upper Prep Behaviour Graphics

