



Behaviour Policy and Statement of Behaviour Principles

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Approved by Learning Outcomes & Development Committee	
Approved by Governing Body: Chair: Date:	Signature:
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Policy with effect from September 2020

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Changes to this policy:

1. Links to Keeping Children Safe in education (2020) now included.
2. Updated with elements from The Key and local guidance from Buckinghamshire Council.

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how students are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Introduction, definitions, role of parents and core values

This policy makes clear the attitudes and values of The Beaconsfield School and illustrates the processes involved in ensuring students develop a responsible attitude towards their conduct through the experiences and challenges of school life. Good order and discipline are essential to the success of The Beaconsfield School, as learning takes place best when students understand the need for appropriate behaviour. The Behaviour policy is linked to the schools SEN Policy, Mental Health Policy, Child Protection Policy, Anti-Bullying Policy and Drug and Drug Education Policy. All five are used in conjunction with each other to ensure that the school environment is a safe and productive learning environment for all.

Teachers and all persons acting on behalf of the Headteacher have a statutory authority to discipline students whose behaviour is unacceptable and who break the school rules or fail to follow a reasonable instruction (Section 91 Education and Inspections Act 2006).

For any policy to be effective it has to be accepted and understood by all those involved in the school. All members of the school community, i.e. teachers, support staff, parents/carers, students and governors, have an important role to play in the implementation of this policy. It sets standards for a variety of situations and needs to be worked on constantly by all of us until it is part of our normal practice.

Whilst the overall aim is concerned with guidance on expected standards of good order and discipline, the school believes in the importance of individual growth and personal development.

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol, or any intoxicating substance
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers, and 'vaping' material
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

Parental Support

The behaviour policy will only be successful where parents work in partnership with the school, reinforcing our values and engaging in their child's learning journey. On admission to the school, all parents sign a home/school agreement to this effect. Additionally, by completing the admissions form for the school, all parents/carers/guardians agree to all policies related to the school.

Parents will be informed of their son's/daughter's behaviours, both positive and negative via the schools SIMs 'In touch' system.

Core Values

In order for students to demonstrate appropriate behaviour, they need to understand our expectations. These centralise around three core values that we expect from all of our students. Reasonable adjustments to support individuals who may have SEN or Mental health needs will be taken into consideration.

READY means

- Arriving to lessons on time, in the correct uniform and with the correct equipment, including homework.
- Entering the classroom and getting books and equipment out, awaiting the teacher's instructions.
- Coming to school with a 'can do' attitude to achieving their very best.
- Carrying out an instruction at the **first time** of asking.

RESPECT means

Students to demonstrate care and respect for:

- Their own learning – showing real pride in their presentation.
- Other people and the learning of others.
- The school environment.
- The school reputation within the local community.
- A reminder: carrying out an instruction at the **first time** of asking.

RESPONSIBLE means

- Taking responsibility for their own learning and behaviour – demonstrating good manners.
- Being responsible for creating a supportive learning environment.
- Following all reasonable instructions given by staff.

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
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Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The deputy headteacher will provide effective CPD so that teachers and support staff have a range of effective behaviour management techniques

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Following the Teaching Standards at all times
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the Core Values (also known as statement of behaviour principles or Code of Conduct – see section 3 of this policy). By continued attendance to The Beaconsfield School, parents are agreeing to support the school in all policies and follow our instructions and guidance in all issues.
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher/Mentor/Year Leader promptly

6. Student code of conduct – see core values

Students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Act on instructions at the first time of asking

- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given without dispute
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

This Behaviour policy seeks to encourage young people to make positive choices and re-enforces those choices through praise. Rewards are more effective than punishments in motivating students and The Beaconsfield School aims to create a positive climate with awarding **achievement points**. We want to recognise students for making progress and exceeding expectations.

Students' names go on the board if they earn an achievement point during a lesson in recognition of their work and as a motivation tool to others; to be the best they can be.

7.1 List of rewards and sanctions

Rewards

Positive behaviour will be rewarded with:

- Praise
- Merit marks
- Letters or phone calls home to parents
- Special responsibilities/privileges

Category	Description	Achievement Points
Effort	Where effort has been clear when facing a challenge. Where a student has shown determination/resilience	1
Progress	Where students show an improvement in their work	1
Attainment	For a good piece of class or homework. Achieving a specific skill/goal	1
Community 5 star	For contribution to the school community i.e. an event etc.	5
Community 1 star	For a positive act outside the classroom which contributes to the wider community i.e. showing a new student to a classroom	1
Extra-curricular	Commitment to an extra-curricular club for a half term	5
5 Star Award	Above and beyond – something exceptional	5

Hot Chocolate Friday with the Headteacher	Year Leaders nominate students who have gone above and beyond during the week	10
Marvellous Mentee	Mentors will nominate a Marvellous Mentee (boy/girl)	10
Assessment Achievements	Meetings with HT and DHT for top 20 students by progress after each Assessment Point	15
Wall of Excellence	The Headteacher will award for outstanding work displayed on the Wall of Excellence for 6 weeks	20
Wall of Excellence (nomination)	Nominations for the Wall of Excellence	5

Every achievement point a student gains, contributes to their mentor group total. As a mentor group they compete against the other groups each week to gain house points.

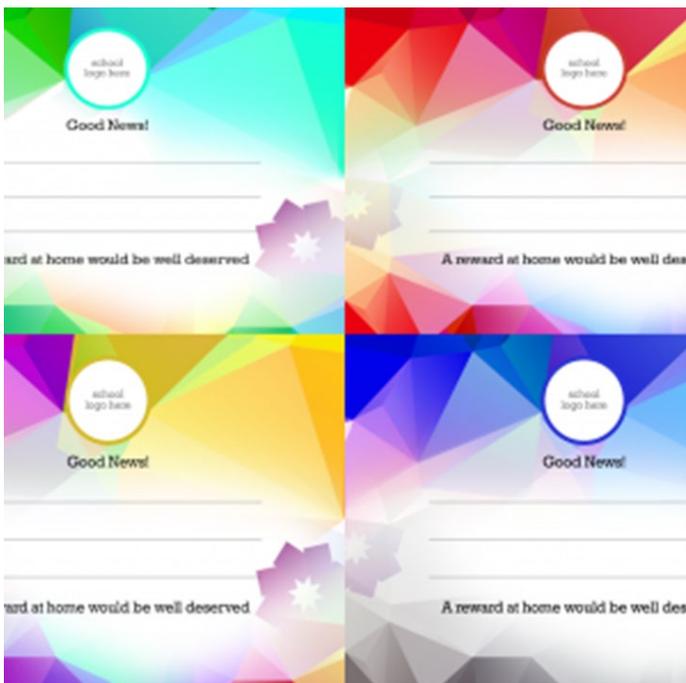
During the course of the year there will be **promotions weeks** with a specific focus where students are able to earn double points. For example, 'doing something nice for someone week' would earn a community 1 star award worth double points.

Positive Notes

Each member of staff (teaching and non-teaching) gets one 'Positive note' postcard each week to give personally to one deserving student.

The idea is that students feel proud of this recognition and take it home to share with their parents/carers.

At the bottom of the postcard, it says 'a reward at home would be well deserved', encouraging praise from all angles. Parents/carers should not feel the need to offer materialistic rewards but a movie night or allowing them to choose their favourite dinner would be appreciated.



Celebration Assemblies

Each half term Year Leaders will hold an assembly specifically to celebrate the achievements of students during that half term. These may include performances etc.

Celebration breakfast/similar event – After each reporting cycle, students who have gained 'a' and 'b' grades across all subjects for their BFL grades are invited to a celebration breakfast in recognition for their continued hard work.

Outstanding Behaviour and Attendance

Students who achieve 100% attendance for half a term gain 10 house points. Those between 99 – 96% attendance gain 5 house points. Students who remain on 100% attendance and zero behaviour points at the end of each term are celebrated with bronze/silver/gold certificates. Those who have managed the gold standard in either attendance or 0 behaviour points are invited to a celebration breakfast/similar event, awarded a badge and allowed to wear mufti for the day. Those who have achieved the gold standard in both will be allowed to wear mufti all week. We encourage good attendance at every opportunity. Each week there is a mentor group attendance challenge. The leading groups in each year gain a reward.

Sanctions

- In class: Warnings from the teacher to correct behaviours will be issued. This is designed to ensure that students are aware of the impact they are having on others in the learning environment.
- *Sent outside the classroom*: Students may be sent outside the classroom to diffuse a situation and allow the teacher the opportunity to speak to them on a 1:1 basis. The object will be to resolve the situation so they can return to work more focused. Therefore, it is imperative that the student does not wander off.
- *Sent to another teacher in another class to work for that lesson*: If a student is disrupting the learning of others and they have failed to take opportunities to correct their behaviour, they may be asked to work in the back of another teacher's classroom. They will be sent with work and a buddy room referral form. A lunchtime detention will be issued by the subject teacher. If a student refuses to go and needs to be escorted a subject leader detention will be issued.
- *Assistance or removal by SLT*: In extreme cases it may be necessary for SLT to assist in resolving a matter. They will be led by the classroom teacher and may well take over the lesson for a short period to allow the teacher and student to work through the issue. If this is not possible then the student will be removed by a member of the Senior Leadership Team and further interventions will take place depending on the severity of the matter.
- *Detentions/Inconvenience*: Detentions can be given by any member of the school staff. Students must understand that poor behaviour has consequences to all and if they cannot be resolved swiftly may carry an 'inconvenience' to the student. This will be down to the professional judgement of the member of staff and may simply be a conversation after class or a phone call home to parents or they may be asked to return to the member of staff at lunchtime. It may be necessary on some occasions to issue a formal detention. These can be issued to occur during a lunchtime. The detention would be for 20 minutes of their lunchtime break. Please see Covid – 19 Behaviour Policy Annexe for further details affecting the current detention system.

All of these methods will focus on resolving the matter so that the student understands what behaviours have been unacceptable and what is required of them going forward.

All students will be expected to complete the sanction issued and should they choose not to, it will escalate to a more senior and longer detention.

Subject leader detentions will be held on a Monday 2.45pm – 3.45pm.

Year Leader detentions will be held on a Thursday 2.45pm – 3.45pm.

SLT detentions will be held on a Friday 2.45pm – 4.45pm.

Students must arrive on time to detentions and if later than 5 minutes (to the start of the detention time without a valid reason as judged by the staff member in question), they will not be allowed to join the detention and

will be marked as non-attendance. The school reserves the right to use community service or internal exclusion for students who persistently do not attend detentions.

If students are not to go from lesson to lesson, repeating the same mistakes, then there must be a willingness to take some responsibility in resolving the problem and being part of the solution.

- **Community Service:** If a student has damaged the school reputation, dropped litter or vandalised for example then they will be expected to take part in community service after school. This will be communicated home via the Year Leader.

SLT detentions take place weekly and are given for serious breaches of school rules or not attending other detentions set. If an individual receives 3 or more SLT detentions in a term they will receive a sanction in the form of Inclusion for a number of days to be determined by the Year Leader.

A range of supportive measures to help focus positive behaviours may be used. Subject Report, Year Leader Report, School Support Plan, Pastoral Support Plan. This is not an exhaustive list and other methods may be used in order to support individuals developing positive behaviours in school.

Key areas of support expected of parents / carers

- Attendance at parents' and information evenings – where this is simply not possible, communication should be made.
- Enforcing the correct uniform – www.beaconsfield.school
- Ensuring students arrive to school in good time and with the correct equipment for lessons. www.beaconsfield.school
- Monitoring and showing an interest in homework set and encourage completion.
- Having appropriate discussions around behaviour.
- Commitment to their son/daughter's high level of attendance – authorising absence for extreme cases only.
- Communication on other agencies involved with your son/daughter or family.

We understand at times emotions run high when unfortunate incidents occur in school. We are committed to resolving such matters swiftly and will stay in touch with parents' throughout such processes. In order to resolve these effectively, we need parents' cooperation and appreciate respectful communications.

- **Support/Intervention available:** The Beaconsfield School prides itself on the high level of care, support and intervention that takes place. We work closely with external agencies to find the most appropriate levels of support. The list below is not exhaustive.

Reports	Punctuality, Homework, Positive/negative report, achievement report, various Pastoral Reports and Rewards based 1:1 projects
SSP/PSP/Outreach	<p>SSP (School support plan) – meeting with parents, student and school to set specific targets, building in rewards and sanctions.</p> <p>PSP (Pastoral support plan) – as in the SSP but with external agencies involved.</p> <p>Note that the school reserves the right to use a PSP before a SSP in certain circumstances. The school's decision is final on this.</p> <p>Outreach – 1:1 behaviour management support</p>

Student support officer	1:1/focus group work – organisation to anger management
Family Link Worker	1:1 support during term time and school holidays. Strengthening relationships between school and home to identify need and implement appropriate strategies/resources
Attendance focus group	Addressing attendance issues and making connections between attendance and attainment
Community Service	Supporting the school community in different ways, e.g. litter picking
Homework club	This operates during the week on specific days from 2.45 – 3.45pm. Year Leaders will also run compulsory homework sessions to support those not doing any homework.
Sixth Form community service	Listeners, readers, e-safety ambassadors, raising achievement mentors, stress/exam coaches
In house bespoke courses	Low level disruptor course, motivational programmes, Academic mentoring, leadership potential courses (based on need/capacity)
ASPIRE	Vocational/motivational based programmes
Work experience	Block work experience or weekly agreement
School counsellor	1:1 support
School nursing team	1:1 support for health issues including eating disorders, self-harm, sexual health
Youth Service 1:1/group work	Bespoke courses tailored for individuals/groups based on building emotional resilience, often working with other external agencies such as RUsafe and SWITCH.
Nurture Group/Chill Club/Transition Group/FRIENDs Resilience programme ReMind programme	Emotional resilience programme to have develop protective factors and coping strategies
CAMHS	Child and Mental Health Team
Orchard House	The School Room attached to CAMHS
Educational Psychologist	For assessment purposes
Police liaison officer	Advice and mediation on legal matters and bullying issues
Switch and Drinkline	Drugs and Alcohol support respectively
RU safe	1:1 support for students at risk
Winston Wishes and Child Bereavement UK	Bereavement counselling

Young carers	External support/respice for young carers. In house support group.
Family Resilience	Family support, often around boundaries
Youth Offending Service	1:1 support
Governor Review Panel	Independent review and advice prior to exclusion panel
Reduced timetable	Support provided to allow for downtime
Weekly SLT and family meetings	Provision of regular informed home-school liaison

7.2 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.3 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the student in accordance with this policy.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the Core Values of the school
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

Students are expected to follow the Core Values throughout their time on the school site (and outside school). See the Teaching and Learning policy for more details.

Start of lesson structure (applies to classroom-based lesson only)

- Teachers welcome students at the door
- Students must sit in their seating plan seat and be fully equipped for the lesson
- Students must take outdoor clothing off (coats, scarves etc.) and make sure their blazers are on

- Bags must be on the floor
- Pencil cases must be out on the desk
- Device must be ready to be used (all students must bring their device to all lessons and be fully charged for the day)
- Students must take out and put on their desk any books they have for their lesson

If students are demonstrating inappropriate learning and social behaviour, they will be encouraged to make the right choice and correct their behaviour.

Staff will employ a variety of behaviour management strategies to enable them to do this.

Great emphasis is placed on the difference between right and wrong and making the right choice.

We understand students often learn through making mistakes. Should they still choose the wrong pathway then sanctions will be issued, providing further opportunity for reflection and intervention. See Appendix 1 for sanction details.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the student out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school – there is a change to sanctions being issued mainly after school due to COVID-19 restrictions. See Behaviour Policy Annexe Covid-19.
- Referring the student to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract/Pastoral Support Plan (PSP)
- Putting a student 'on report'

Homework

Students are expected to complete all homework to the best of their ability as outlined and set on <https://my.milkapp.io/portal/>. Parents can access through a phone App or the website. If a student does not understand or is struggling with their homework, it is their responsibility to see the teacher prior to the lesson to seek help. Failure to complete and hand homework in on time will be logged on SIMs as 'no homework'. They will be set a homework detention, which will take place in a department/faculty area at lunchtime, and students/parents/carers will be notified via MILK. If they produce their homework before this time then the sanction will be removed, as the objective is to get the homework completed to a good standard, but if they have not done so then the sanction will be served. If a student tries to hand in a substandard piece of work, the sanction will also be served.

Students, who are consistently doing little or no homework, will have compulsory homework intervention run by their Year Leader. The Year Leader, in discussion with parents, will decide the number of times a week for this intervention.

8.2 Physical restraint

In some, very rare, circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

8.3 Confiscation

Any prohibited items (listed in section 3) found in students' possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

The Right to Search, screen, confiscate and Weapons

The Head teacher has the right to search any student whom it is believed may be in possession of any item or items that may put themselves or others at risk. The school, following government guidance (see <https://www.gov.uk/government/publications/searching-screening-and-confiscation>).

The school reserves the right to conduct and search any student without their consent. This can include emptying their pockets and contents of their bag, as well as searching the contents of their mobile phone for inappropriate messages and images. This also includes searching their lockers.

Any search will always be carried out with a minimum of two members of staff present. The Head teacher may delegate this right to search to other key staff within the school. Staff are trained to carry out searches.

Mobile phones may also be confiscated and passed on to the Police if there is a safeguarding concern. Staff may search students without their consent if there is suspicion that the student(s) may be in possession of an illegal substance (e.g. a controlled drug), weapon or items banned under school rules (see Section 3). The school may permanently exclude a student caught in possession of drugs, weapons or indecent images.

Damage to school property

If a student damages school property they will be expected to pay repair costs and receive an appropriate sanction.

The use of reasonable force

All members of school staff have a legal power to use reasonable force. 'Reasonable in the circumstances' means using no more force than is needed. Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

See government guidance [DfE guidance on Use of reasonable force reviewed July 2015](#)

Malicious allegations

If a student makes a malicious allegation against a member of staff, they will be subject to the possibility of a fixed term or even permanent exclusion depending on the nature of the malicious allegation. Students, who make a malicious allegation, will be treated fairly and aspects of mental health and SEN will be considered.

Behaviour at or outside the school gates

Under section 89 (5) of the Education and Inspections Act (2006) teachers and all persons acting on behalf of the Head teacher have a statutory power to discipline students for misbehaving outside the school premises.

Students are expected to show every concern for the school's neighbours. Students must not stand around any of the school entrances at any time, nor cause annoyance to any neighbours or passers-by.

The school reserves the right to discipline a student for misbehaviour when:

- Taking part in any school related organised activity.
- Travelling to and from school.
- Wearing school uniform or can be identified as a student of TBS.
- The students' misbehaviour could have repercussions for the orderly running of the school.
- The students' misbehaviour poses a threat to another student or member of the public.
- The students' misbehaviour adversely affects the reputation of the school.

Students are not permitted to smoke on their way to, from or at school. This includes e-cigarettes and similar items. Students will be given community service/intervention programme sanction/exclusion if caught depending on the severity of the incident. If it is not clear which students have been smoking, then they will all be treated equally and given a sanction and parents informed. Students who are bystanders to such incidents will also be sanctioned. If these incidents are repeated, the sanctions will increase. Any items found whilst searching students for these incidents will be confiscated and disposed of.

Substance misuse

In order to safeguard our students, we regard any of these behaviours as completely unacceptable. Students caught drinking or taking, in possession of, dealing or distributing drugs or other items banned from school, will be isolated immediately and breathalysed if appropriate.

Matron and/or the Deputy Headteacher (Student Support) will be informed where appropriate and parents will be informed. In consultation with the Head teacher, the police may be informed. Where students need to be searched to ascertain if they have broken the code of conduct, the search procedures will be followed. Students found in possession of drugs (as defined by the Drug and Drug Education Policy) may be excluded or permanently excluded from school.

Permission to leave the school site

Years 7 – 11 students are not allowed to leave the premises during the school day. Years 12 and 13 students may leave the premises at break and lunchtimes providing they behave responsibly and have earned the privilege to do this.

Cycling to and from school

Students choosing to cycle to and from school should always act safely and responsibly. As soon as students are on the school premises, students should dismount and lock bikes in the sheds provided. All safety protection clothing, including a cycling helmet, should be worn and it is expected that parents/carers ensure that all cycles are properly fitted with appropriate hazard and night-lights. The school will not take any responsibility for any theft or damage done to a cycle whilst on school premises. Students who do not wear cycling helmets will not be allowed to enter school with their bike until a helmet is worn. Parents will be informed on these rare occasions.

Electronic Devices & Mobile Phones

Students' phones and other specific devices are banned from the school site. Please refer to the schools Mobile Phone Policy and Uniform guidance. However, when a student does not have the correct uniform item, the mobile phone may be used as collateral in return for borrowing a uniform item from school.

Uniform items

The school expects all students to wear their school uniform with pride from the time they leave home to the time they take their uniform off when they return home. Please see uniform guidance on the website for more details. Please also note the additional uniform items as stated in the behaviour policy Annex COVID-19 policy.

As with all schools, wearing the correct uniform is a standard expectation at all times (blazer, shirt (tucked in at all times), tie, trousers/skirt and correct school shoes).

If a student does not wear the correct uniform (including appropriate school shoes), the following will occur:

- The student will be sent to Matron's office (note where Matron's office is denoted in the main policy, due to COVID-19, the location of uniform items will now be with the Learning Mentor Office) for the correct uniform and will be required to swap their mobile phone (or another item of value in the school's opinion if no mobile phone available) for the borrowed uniform item.
- If a student does not have the correct footwear, they will be expected to wear black plimsolls for the school day, which will be provided by the school where possible.
 - The mobile phone (or valuable item) should only be swapped in Matron's office and should not be brought out any earlier (following the school's policy on mobile phones).
- The mobile phone will be kept safe until the end of the school day when the student should return to Matron's office to swap their phone back in return for the uniform item (which should be returned in full working order).
- If any student refuses to follow these procedures, the school will follow the behaviour policy in this circumstance of refusing to follow instructions, which may involve exclusions.
 - Please also note that this will be applicable to our expectations on hairstyles, jewellery and accessories.

Monitoring and Evaluation

Behaviour incidents are to be recorded on SIMS behaviour management system by the member of staff who first dealt with the incident. They will report the details of the incident and the action they have taken.

SIMS will be used to identify patterns and trends of behaviour for individuals, year groups and across the school.

Mentors to collect and record numbers of rewards and track behaviour trends within their group. Intervention strategies should then be agreed between the mentor and the Year Leader.

Year Leaders and Student Support undertake a SIMS analysis of each Year Group on a regular basis and use the information to plan appropriate intervention strategies at individual and year group level. They will monitor the distribution of sanctions by gender, disadvantages and SEN stages. Patterns and trends at a whole-school level will be identified by focusing on exclusions, internal exclusions, after school detentions, student incident reports on SIMS by subject, period, day, incident type, member of staff and department. Year Leaders will discuss trends and strategies with their line manager.

Student Support monitor behaviour reports and produce half-termly records. Year Leaders will direct intervention towards mentors, Year Leaders or Senior Staff depending on need in order to formulate a plan to support behaviour change. Parents may be invited in for a meeting to discuss strategies to modify behaviour.

Subject Leaders should monitor incidents of negative behaviour to identify "hotspots" and types of behaviour. Strategies for tackling these should be discussed in Departmental meetings and effective practice shared. In their line manager meetings, Subject Leaders will discuss trends and strategies relating to the behavioural issues in their department.

The Deputy Headteacher (Student Support) will meet regularly with the Student Support Team for feedback on trends and intervention strategies. There will be a half-termly report to the Leadership Team and termly to the Governors' Learning and Development Committee.

The evaluation of the effectiveness of the policy will be undertaken by the Deputy Headteacher (Student Support) on an annual basis involving both a sample of students and staff.

Students who are exhibiting certain negative behaviour patterns will be placed on a school support plan (SSP) in the first instance. If this is not working successfully, they will be placed on a pastoral support plan (PSP). These are designed to provide supportive structures in place to help modify negative behaviours. The County Exclusion and Re-integration Team will be involved and informed of school concerns. The school may also use a managed move to another school to try and break negative behaviour cycles, provide a fresh start for the student aiding them to develop positive learning habits.

Inclusion

Inclusion as an alternative to fixed term exclusion, which takes place in the inclusion room, in the form of an alternative school day, operating from 11:00 – 16:00. Students (and parents) are expected to follow these scheduled times. Where possible students will follow all of their lessons whilst in Inclusion. Students can be booked into the inclusion room by their Year Leader, or a member of SLT, if they are persistently poorly behaved or there is a one-off incident that warrants this sanction. Inclusion is a balance of a sanction and supportive intervention. Students are also expected to be working in silence when they are not engaged with a member of the inclusion room or teaching staff.

Supportive intervention is given in the form of a personal reflection document, which students fill in on the first day of inclusion. In order for students to get the maximum benefit, a member of the inclusion team will help them in this task. This enables students to examine their challenges through, for example, the completion of worksheets and questionnaires. The focus of these sessions is on the student taking responsibility for their own actions and, when appropriate, making reparation. This could take the form of restorative meetings if required as the focus is not about punishing behaviour and serving this time but about positively changing behaviour and avoiding repeat incidents.

At times, the student's own behaviour is the barrier to their success, and because of our commitment to supporting students to overcome their difficulties, wherever possible we use inclusion as an alternative to exclusion.

Exclusion however will still be used when considered by the Head teacher to be the most appropriate action.

Exclusion (Fixed Term or Permanent)

Isolated incidents may result in fixed term external exclusions or permanent exclusion if new evidence comes to light during an investigation. In addition, persistent patterns of poor behaviour that have not been remedied by supportive processes, less serious sanctions and inclusions, may also result in fixed term external exclusions, which may also lead to a permanent exclusion for persistent disruptive behaviour.

The length of time that the student is excluded will be appropriate to the reason for the exclusion. When a student has had a total of ten days exclusion, s/he will have to attend a disciplinary meeting with his/her parents/carers and the school governors.

During the first five days of any exclusion:

Parents/guardians/carers of students, who have been excluded from school, will be required to keep their children indoors, attend re-integration interviews with the Head teacher or their representative, and work with teachers to develop strategies for improving the behaviour of their child.

Parents/guardians/carers must ensure that during the period of exclusion their child is not found in a public place during school hours.

If an excluded student is found in a public place during school hours, without responsible justification, Parents/guardians/carers can be subject to a £50 fixed penalty notice. This will be £50 if paid within 28 days, rising to £100 if paid after 28 days but within 43 days of receipt of the notice. Failure to pay could result in prosecution of the original offence which, on conviction, could mean a £1,000 fine or a community sentence.

Parents/guardians/carers of an excluded student will have to attend compulsory re-integration interviews with the Head teacher or their representative and the student will not be allowed back into lessons until the reintegration has taken place. In this meeting the student will be given an appropriate monitoring report. If the student's behaviour results in an exclusion of six days or more, the school will provide full time education in collaboration with other schools or the ASPIRE alternative provision school.

The school may also exercise the right for a Fixed Term transfer (FTT), which will be a Fixed term Exclusion held at another school.

Permanent Exclusion

Behaviour that is consistently disrupting the learning of others or the running of the school may lead to permanent exclusion. The school will endeavour to ensure that this is avoided but reserves its legal right to permanently exclude if the learning of others and their safety are being put at risk.

Behaviour that places other students or staff at serious risk may result in immediate permanent exclusion. When a student is excluded, subject staff must provide suitable work for the student to complete whilst excluded from school. In all cases the County guidelines for dealing with exclusions will be followed. The process of an appeal will be explained in the permanent exclusion letter sent to the parent/guardian/carer of the excluded student.

Students with an Education, Health and Care Plan (EHCP) or those requiring further support (K) students

Students with an EHCP or with particular educational needs are expected to follow the school's Behaviour Policy and comply with it. Reasonable adjustments will be made after careful consideration to help individuals within the context of the behaviour policy, the SEN Policy and their individual needs.

Any such adjustments will be reviewed on a regular basis and advice sought from appropriate support agencies if the student becomes at risk of permanent exclusion. Reasonable steps will be made to ensure the needs of the students are being supported with adjustments and interventions recorded to feed into the wider support plan for the individual.

Students with Mental Health issues

Students who have, or may have a mental health issue will be supported in their behaviours in school and reasonable adjustments made to support them. The schools Mental Health Policy outlines areas of support and procedures.

8.4 Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Student transition

To ensure a smooth transition to the next year, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour as part of their induction process.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing board every year. At each review, the policy will be approved by the headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Teaching and Learning policy
- Child Protection and Safeguarding policy
- SEN Policy
- Anti-bullying policy
- Mobile Phone policy
- Mental Health policy

Appendix 1: written statement of behaviour principles

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Students are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: Possible Sanctions

Possible sanctions are listed below but this is not an exhaustive list or hierarchical. Not all sanctions have to be given in order and some can be missed out depending on the seriousness of the incident:-

- Verbal warning.
- Sent outside classroom – time to reset.
- Sent to another teacher to work in their classroom.
- Removed from lesson by SLT.
- Phone call home.
- Inconvenience.
- Lunchtime detention.
- After school detention.
- Community service.
- Isolation
- Internal exclusion (Inclusion).
- Managed move
- Fixed Term exclusion.
- Permanent exclusion.

Please see Behaviour Policy COVID – 19 Annexe for sanctions issued during a time when restrictions linked to the virus affect sanctions issued.

Appendix 3 – Detention details

Details of information sent via In Touch to parents when a detention has been issued. All parents/guardians/carers are expected to read these messages (emails) in preparation for the detention and to discuss the details of the detention with their child in order to avoid a repetition of the negative behaviour.

1. Staff member records incident on SIMs.
2. On the same day, a message will be sent to the parent (guardian/carer) email, as noted on SIMs, with information that a detention has been issued. This message states that details of the detention (location and date) will be issued near to the detention date.
3. The day before the detention, a second message will be sent to the parent (guardian/carer) email, as noted on SIMs, with information of the detention date and location.

The above procedures follow an automated system within SIMs.

Please see Behaviour Policy COVID – 19 Annexe for detentions issued during a time when restrictions linked to the virus affect detentions issued.

Appendix 4 – Detention system – note this system is affected by the COVID-19 restrictions (see Annexe policy)



The Beaconsfield School Detention System



Appendix Five – tiered approach to persistent disruptive behaviour

Points	Action	Lead
10	Mentor Report	Mentor
20	HoY Report	HoY
30*	Meeting w/ PL	PL
40	SLT Report (inc Fixed Term Transfer)	SLT
50**	Pathway Meeting w/ DHT	DHT
60	Directions to 6/12 week Aspire placement	HT
70	Meeting w/ HT	HT
80	Govs Disciplinary Panel	CoG
90	PEX for PDB	H/T

- Above acts as a guide, not a tariff – professionals are expected to put the child’s needs first throughout
- The time frame refers to a 12 month calendar period – students don’t ‘automatically’ get a fresh start in Sept – no longer have ‘fresh start’ after each half term