



BEAL HIGH SCHOOL

Behaviour Strategy

2019-2020



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1. INTENT

a. Aims of the Behaviour Strategy:

This strategy aims to:

- Provide a consistent approach to behaviour management
- Promote a high standard of behaviour
- Define what we consider to be unacceptable behaviour
- Develop self-discipline, respect and acceptance of responsibility for actions
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school with regards to behaviour management
- Outline our Code of Conduct and system of rewards and sanctions

b. Our overarching statement of intent:

Beal High School is a diverse, vibrant community with a strong sense of mutual respect and a high expectations inclusive culture. We want our students to learn in a positive learning environment where young people can aspire, be challenged and excel in an atmosphere of safety and purpose. We also wish to provide all members of staff with an environment in which they can undertake their core purpose of teaching and pursue fulfilling, rewarding and enjoyable careers.

We want our students to be:

- Successful learners who enjoy learning, make progress and achieve their full potential.
- Confident individuals who are able to lead safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society.

c. Principles – the key values upon which the strategy will be based

Beal High School is a safe learning environment in which teachers can teach and children can learn. Beal High School is committed to outstanding learning; and to instilling values of mutual respect, ambition and responsibility throughout the student and broader Beal High School community. Positive contributions to the School community are rewarded. Poor behaviour is rigorously and consistently challenged. Our emphasis will be on recognising and celebrating effort and success where pupils are enabled to achieve their full potential. We want everybody to feel valued and respected, and that each person is treated fairly and well.

Students have clarity of expectation when they choose to behave positively or poorly. Promoting positive behaviour for learning is the responsibility of the entire School community, including parents and carers. We will teach students to take responsibility for their own actions, have proper regard for authority and to accept the consequences of their choices. The School expects parents to encourage their children to show that respect and support the school's authority to discipline its pupils. We will adopt a zero tolerance approach to bullying and crime, and any such incidents will be dealt with promptly and firmly.

The school discipline plan (Appendix A) states the school's expectations of the students' behaviour. The BMAT Home School agreement states the responsibilities of staff, students and Parents/carers for learning. Teachers should ensure that students are aware of these, and take action, in some form, if it is infringed. The majority of incidents will occur within the school grounds. We as a school will use our professional discretion as to when and how to deal with outside incidents such as school trips and journeys to and from school. This decision will usually take into account the effect the incident may have on students attending the school, the effect on the reputation of the school, etc.

SUMMARY – Promoting a positive environment for learning:

1. Good behaviour needs to be taught just as carefully as the academic material. We expect teachers to establish a safe and stimulating environment for students rooted in mutual respect and to manage behaviour effectively in accordance with each school's behaviour policies.
2. Teachers are expected to manage behaviour well and we emphasise the importance of consequences, certainty and consistency when re-shaping behaviour.
3. We expect teachers to promote and maintain good professional relationships with students and to have clear rules and routines to promote good and courteous behaviour. It is the teacher's responsibility to model the behaviour they want to see in their students.

2. IMPLEMENTATION –

Our rules:

Our rules are based on the principles of:

- a) Everyone has the right to learn to the best of their ability
- b) Everyone has the right to feel emotionally and physically safe at school
- c) Everyone has the right to work in a safe and pleasant environment

All members of the school should show:

- a) Respect for ourselves
- b) Respect for other people
- c) Respect for our environment
- d) Respect for Diversity

Beal High School rules and expectations apply on the journey to the School, within the School premises, on School trips and visits and on the journey home from the School.

Beal High School Code of Conduct:

All Students are expected to:

- 1. Listen when a teacher or student is talking
- 2. Follow instructions straight away
- 3. Arrive on time, in uniform and fully equipped for lessons
- 4. Keep hands, objects and unhelpful comments to yourself
- 5. Keep the classroom/school clean and tidy

List of rewards and sanctions (Appendix B):

Positive behaviour will be rewarded with (this list is not exhaustive):

- Praise

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- Achievement points
 - Letters or phone calls home to parents
 - Certificates to recognise outstanding behaviour/attendance/progress/attitude
 - Student of the week award
 - Recognition in assemblies and form time for good action (part of Character Award Programme)
 - Special responsibilities/privileges – Be A Leader Opportunities

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

- A verbal reprimand and warning
- Second warning and relocation within the class
- Sending a student out of the classroom for a cooling off period of no longer than 5 minutes
- Send the pupil to another class within the department (department referral)
- School based community service –such as litter picking or helping to clear up the dining room
- Detention at break or lunchtime, or after school with teacher, Head of Department, Head of Year, School
- Use of On call to be removed from the classroom and referred to a senior member of staff
- Placed on a behaviour monitoring report
- Letters or phone calls home to parents
- Meetings with parents and pupils. Agreeing a behaviour contract
- Putting a pupil ‘on report’
- Internal Exclusion–which may include internal exclusion/respite at another school
- In more extreme cases fixed term exclusion or permanent exclusion–this includes the possession of offensive weapons/drugs and other banned items.

Student Mobile Devices Policy¹

¹ Policy on Staff cloud portal and on BMAT website
BMAT Copyright 2019

Roles and Responsibilities:

Classroom Management Minimum Expectations:

The requirements set out below are intended to summarise what is generally recognised to be good practice. By ensuring that these standards are applied in every lesson we will help each other to provide the best possible learning for the students and also to reduce the stress that is caused by lack of consistency.

All Staff will:

- Stand at the door of their classroom, at the beginning of the lesson to welcome students. Know the students by name.
- Organise both the classroom and the lesson to keep students interested and minimise disruption
- Ensure that coats and belongings are placed away on entry into class and that all students are in full school uniform.
- Ensure that you are in control of the seating arrangement and who sits with whom – friendship, single sex, non-friendship, mixed gender. (Change this frequently and appropriately.)
- Have a starter ready on the board for a calm, orderly and purposeful start
- Take the register within 5 minutes of the start while students are completing the starter
- Dismiss students in a calm, orderly manner and in the correct uniform
- Supervise corridor behaviour at change of lesson - Stand at the door to ensure there is calm, orderly movement in the corridor outside the classroom
- Give clear instructions and ensure that the students are on task and that the sound level is appropriate
- Continually observe or scan the behaviour and learning of the class. Circulate amongst the learners. Do not sit behind a desk at the front of the class for any length of time.
- Be aware of and control their own behaviour, e.g. Stance, tone of voice
- Model the standards of courtesy they expect from students and praise their peers
- Emphasise the positive, including praise for good behaviour as well as good work
- Make rules for classroom behaviour clear to students. Praise desired behaviour and work. Aim for four times as much praise as censure.
- Make sparing but consistent use of reprimands – being firm rather than aggressive, targeting the right student, criticising the behaviour not the person, focus on the primary behaviour rather than the secondary, use private rather than public reprimands wherever possible, being fair and consistent and avoiding sarcasm of idle threats
- Use a hierarchy of sanctions for undesired behaviour, eg:
 - a. warning;
 - b. relocation;
 - c. short time out of class
 - d. talk with the pupil after class

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- e. Short teacher detention
 - f. removal from lesson to subject referral room
 - g. On call for removal of the class
- Behaviour incidents should be logged onto SIMS. Entries should be reasonable, non-emotive and not include petty/minor incidents that could be dealt with through effective classroom management.
 - Lower level incidents should be dealt with by the teacher that notices the incident in the first instance.
 - If a serious incident happens in a classroom, the teacher should notify colleagues immediately. This can be done by sending a reliable student with a message to reception and request on call.
 - Avoid sending students out of a classroom for any length of time. If a student needs to be removed use the departmental referral timetable.
 - Make sparing but consistent use of punishments. Certainty of sanction is more powerful than severity. Avoid whole group punishments which students see as unfair. Avoid punishments, which humiliate students. This breeds resentment.
 - Students should not leave a lesson without a very good reason; in such a case, a permission note inside their planner should be given. It is a good general rule that if no planner then no exit from class.

Maintaining good conduct around the school²:

The behaviour of students around the school can be very different from their behaviour when closely supervised in lessons. Such times include change of lessons, break and lunch times. **In addition to the duty staff, designated to specific areas at particular times, all members of staff have an important part to play in the maintenance of good conduct by students.** To facilitate movement in corridors and for reasons of safety, students are expected to behave sensibly and show consideration to others (eg no running, pushing, dawdling, shouting). Students and staff are asked to keep to the left and move in single file, particularly down our narrow staircases. Generally around the school, in corridors and classrooms, all staff are asked to reprimand students seen:

- Using inappropriate language towards each other. This is unacceptable and must not be passed off as “banter”
- Wearing incorrect uniform. For BSF students, those not wearing lanyards or appropriate work wear dress
- Wearing headphones or using mobile phones in corridors, lessons and generally around the school.
- If students refuse to follow staff instructions, items must be confiscated.
- If items are confiscated they should be labelled and handed into the school office where they can be placed in the school safe. The school will not accept responsibility for items lost by individual staff if this procedure has not been followed.
- Refusing to follow instructions is a serious breach of the student code of conduct and must be recorded on Sims so that this behaviour can be followed by Heads of Year/Senior leadership team.

² Duty Systems and Protocol on Staff Portal
BMAT Copyright 2019

ALL Beal High School Students are expected to:

Work effectively by:

- Listening to each other;
- Working exceptionally hard without disrupting other students learning;
- Follow instructions without question or argument
- Working with others sensibly;
- Never distracting others; and
- Being silent when asked.

Support each other by:

- Being considerate to everyone;
- Being ready to help;
- Being polite, even if angry;
- Understanding each other's views; and
- Praising each other's work.

Be Responsible by:

- Wearing the correct uniform;
- Being on time;
- Bringing all equipment;
- Writing down homework;
- Doing homework;
- Telling the truth;
- Be a role model for other students in the school
- Helping others when possible; and
- Speaking to a teacher if something is wrong.

Care for their environment by:

- Only eating or drinking in designated areas;
- Not chewing gum in school;
- Looking after displays and decorations;
- Putting litter in bins;
- Leaving classrooms tidy; and
- Never damaging school property or the property of others.

Stay safe by:

- Moving quietly around the school;
- Respect other students personal space – keep arms and unhelpful comments to yourself
- Walking on the left;
- Avoiding arguments;
- Keeping calm; and
- Taking to teachers about any problems.

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher /Head of Department/Head of Year promptly

b. Key Performance Indicators and action plan

Supporting documentation:

Education brief 2019-2020	BY/AN/KB
Behaviour Monitoring and Impact reports for Trust Executive half termly	TU
Attendance audit	LR/AN
Safeguarding Audit	AN
Behaviour Policy Implementation	AN
Report on FTE/Internal exclusions and AP	CC (CI/AN in the Summer term)
Half termly SLT summaries	VR/LR/VP BSF
H&S Audit and Action Plan	CI
Social and emotional learning strategy	BY
Self-regulation and meta-cognition strategy	BY
SEND, Pastoral & Mental Health strategy	AN
Pastoral structure 2019-20	AN
Care plans and medicines protocol for all first aiders and reception staff	CI
First aid training schedule	CI
Events schedule and plan	CI
Extra-curricular schedule and plan	CI
Assembly schedule and plan	TU
Effective tutoring strategy and implementation plan	BY/AN/VR/LR/MY
Duty system doc & Duty rota	TU
Character Award Implementation Plan	VR
On Call rota	TU

		<p>curriculum – September 2019</p> <ul style="list-style-type: none"> Finalise H&S audit, analysis, evaluation and reporting cycle including: <ol style="list-style-type: none"> Risk assessments Serious incidents: evacuation & Lock down protocols Care plans/Medicines Behaviour strategy to include clear and consistent use of the following procedures & systems: <ol style="list-style-type: none"> On call Department referral Department/Pastoral/SLT detention rota Community service – Environment drive Exclusions – FTE and R&R Alternative Provision (CC) Use of SIMS – Expressions + My concern Attendance strategy Clear programme of CPD 2019/2020 on ADP and Sims (+ My concern) 	<p>CI</p> <p>TU/CI/CC/SLT</p> <p>LR</p> <p>TU/CI/BY</p>		<p>effective tutoring programme by July 2019 (TU)</p> <ul style="list-style-type: none"> H&S audit, evaluation and action plan completed by July 2019, incorporating all actions listed (CI) Behaviour strategy shared with students, staff and parents/carers Monitor and evaluate impact of behaviour strategy to Trust Executive half termly (TU) FTE and Attendance summary reported to Trust exec half termly (CC/LR/VR) Training provided to all staff in September 2019 – ADP/SIMS
<ul style="list-style-type: none"> Promote positive behaviour & attitudes and to learning 		<ul style="list-style-type: none"> Plan and develop the implementation of social & emotional learning Plan and develop the effective implementation of the effective tutoring programme Plan, develop and implement the 'Character Award' 	BY/AN/TU/LR/VR/ST	July 2019	<ul style="list-style-type: none"> Strategic plan finalised with clear implementation and QA schedule for September 2019, including all action listed supported by key priority action plan (BY/AN/ST/LR/VR/TU)

Appendix A – Student Code of Conduct:

<p align="center">Beal Campus Expectations</p> <p align="center">We have the right to feel safe and learn to the best of our ability</p> <p align="center">Show Respect for yourself and others:</p> <ol style="list-style-type: none"> 1. Listen when a teacher or student is talking, and use only positive language 2. Follow instructions straight away <p align="center">Be organised:</p> <ol style="list-style-type: none"> 3. Arrive on time, in uniform and fully equipped for lessons <p align="center">Build Positive Relationships with students and staff:</p> <ol style="list-style-type: none"> 4. Keep hands, objects and unhelpful comments to yourself 5. Contribute positively to the Beal Community and keep your school/classroom clean and tidy. 	
<p>Positive Consequences</p> <ul style="list-style-type: none"> • Verbal Praise • Achievement Points • Letter Home • Phone-call Home • Praise postcard • Display good work • Leadership Opportunity • Classroom responsibility • Achievement certificate • Recognition in assembly • End of Year awards 	<p>Negative Consequences</p> <ol style="list-style-type: none"> 1. First Warning 2. 2nd Warning/Relocation within the class 3. Short Time out & Talk 4. Relocation to another class with work and detention <p>Severe clause:</p> <ol style="list-style-type: none"> 5. On call – removal from class by Senior Teacher/contact home/detention <p align="center">Sanctions</p> <p>Behaviour Points Detention Phone-call/letter home Excluded from class/school</p>

Appendix B – Detailed Implementation of Rewards and Breaches of good conduct

Rewards³

It is clear we all respond better to praise. It is important to recognise and celebrate the achievements and efforts of those students who behave well and who work hard. Sims Achievement points should be awarded to acknowledge positive behaviour in and out of the classroom and to acknowledge sustained effort and hard work.

SIMS Achievement Points:

SIMS Achievement points are awarded by staff for excellent academic work, effort and attitude. The student, form tutor and Head of Year monitor these. When a certain number has been reached a letter or certificate is given out. Certificates should be kept throughout Key Stage 3 as part of the progress file and record of achievement. These will be recorded on a Student's Unifrog profile. If a student gains a gold certificate it is usual for this to be signed by the Co-Headteacher and presented to the student at the year assembly or at the Headteachers Achievement meeting held once every half term.

Form tutors will use the SIMS records for nominating students who might receive rewards at the Prize evening or Year group Presentation events at the end of each term.

SIMS Achievement Points	Reward
15	Letter home from Form tutor
30	Bronze certificate and letter home from HOY
50	Silver certificate and letter home from HOY
70	Gold Certificate and letter home from Co-Headteacher

Special Awards

Special Awards are awarded in the same way as SIMS Achievement Certificates but these are for helpfulness and service to the school. Heads of Years or Assistant Principals may wish to give a special certificate for service to the school and community.

Awards:

100% Attendance/Punctuality Award – Termly

Service to Community Award

Attainment and Effort Award

A **Presentation Evening** is held in the Autumn term when Special awards and Subject awards are given to students.

Procedures to deal with breaches of good conduct:

³ Beal Character Award on Staff Portal
BMAT Copyright 2019

Discipline has more to do with relationships than with rules and punishment. Nevertheless there are times when sanctions are necessary, and it is important that the correct procedures are followed.

Minor Incidents

Class teachers should always try to deal with such incidents themselves: They should record any incidents on Sims, copying in the Head of Department, Tutor and Head of Year for information. Doing this alone will not support with behaviour management. It is important that the teacher follows up on minor incidents **themselves**. Sanctions should be applied in line with the school Discipline Plan and include

- a verbal warning
- move the student to a different seat
- place the student outside the classroom for a few minutes
- see the student privately outside the classroom or at the end of the lesson
- detain student at break, lunch or after school.

Recurring Minor Incidents

Departments should have procedures in place for dealing with recurring offences. Heads of Departments may support the teacher by utilising department sanctions in place. They may also refer students with recurring incidents to their Head of Year. They should discuss relevant approaches. The Head of Department can decide to refer serious incidents straight to the Head of Year. Sanctions may include:

- withdrawal of practical/extra curricular activities(where appropriate)
- removal from class into referral lesson
- phone call, letter to or meeting with parents
- departmental detention/report
- change the student to a different class if feasible
- refer to Head of Year with a view to putting on weekly report.

Serious Classroom Incidents

If an incident occurs in your classroom that warrants the removal of a pupil then you should use the Departmental referral room. A trustworthy pupil should escort the pupil to that room with a note of explanation. A report on the incident should always be completed on Sims with the HOD, HOY and Tutor copied in. The Head of Department should contact home in these circumstances.

Refusing to follow staff instructions

If a student does not meet a classroom or corridor expectation, they are required to be calmly and professionally warned by their teacher. The teacher will highlight the expectation that hasn't been met and repeat the instructions to the student. If a student continues to not meet the expectations, the teacher will notify the student that

they have again not met the expectations. The teacher must be clear and concise in explaining which expectation was not met and that the student has a choice. The choice involves them following the reasonable instruction being given or to be referred to their Head of Year/member of the Senior leadership team for sanction. If an expectation is not followed, this needs to be recorded as a Sims Behaviour point with the Head of Year copied in for follow up as a serious breach of the Student code of conduct.

On Call System

If immediate assistance is required in a lesson and the Departmental Referral System is not relevant a member of staff should be summoned through the "on call" system. Contact reception by sending a reliable student with a note and the member of staff on duty will go to the class and deal with the problem. Once a student has received an on call, they should not be returned to the classroom by the on call member of staff. This should only be used in the most serious of cases.

On call should be part of our monitoring and evaluation function. It is one of the principal means by which we know what is going on in the School and gain knowledge about the standard of behaviour around the school. It also provides an opportunity to talk to students that may have been sent out of a classroom for short periods of time, being proactive rather than reactive. As a by-product of this activity we can ensure that there is always someone on hand to deal with the occasional but unpredictable serious crises which occur from time to time. It is not intended to replace or usurp the responsibility of the subject teacher and the Head of Department for ensuring good student behaviour in lessons.

The time should be used for walking around the school, ensuring students are in lessons on time, have a note from their teacher if they are out of lessons, talking to students and staff and offering support and encouragement to both. Staff must be carrying a radio during these sessions.

If called to a lesson then support should be offered as appropriate. The action the senior member of staff can take will depend on each situation. If the Subject Teacher considers that the student should be removed from the lesson then the Departmental withdrawal system may be used. If the incident is so serious that the child should be removed from all classes, then the senior member of staff will take the pupil.

This system should not be used lightly. It is not for minor or recurring incidents that would normally be dealt with on a class, departmental or pastoral level. It is for major breaches of the regulations of the school or where a colleague feels in acute danger and needs immediate support. The teacher who uses On call should record this as a Sims Behaviour point, as should the senior member of staff called out along with any actions taken such as phoning home.

Incidents outside a classroom

The member of staff who discovers the problem should deal with problems occurring outside normal lessons. It is the duty of all staff at Beal to ensure that our code of conduct is followed at all times and by all pupils. Often it is enough to acknowledge that a breach has occurred and correct this. More serious sanctions are not relevant in many cases, however to ignore poor behaviour is to condone it. If deemed necessary a Sims Behaviour point should be completed for information. Serious incidents, such as refusing to follow staff instructions, aggressive behaviour, bullying or smoking, should be referred to the Head of Year. If immediate assistance is required the "on call" system can be used.

Group Incidents

Where a group of students are involved in an incident, the role of all the individuals must be considered, not just the student of the center of the discipline breach. For example individuals standing by or inciting a fight may be sanctioned or those involved in theft, even if they are not in possession of the object. Good conduct is the responsibility of us all, and to ignore poor behaviour or encourage poor behaviour is to condone it.

Incidents outside school

The school reserves the right to get involved in outside incidents where it may affect the students not the school or where the reputation of the school may be effected.

Damage to school property or resources

If a pupil individually or within a group negligently or wilfully damage school property or resources, the school will sanction for this behaviour. We do reserve the right, in line with our Charging Policy to charge the child or their family the cost or a contribution towards the costs to repair or replace the damages.

General Information on Sanctions:

1 SIMS Behaviour Management⁴: -

In a large school such as this, referral of students for their behaviour needs to be made through various staff with responsibilities. All referrals should be made on SIMS with the incident noted and any action taken made clear. The relevant HoD, tutor and HoY needs to be copied into the behaviour point being recorded. If the student has a SEND need, the SENCOs must also be included.

A SIMS summary report is available on an on-going basis for Form tutors, HODs and HOYs to use to identify trends, assign appropriate interventions or learning conversations. Staff should also have their SIMS home screen set up so that they can see at a glance any behaviour/achievement points members of their tutor group/year group have received. Form tutors should regularly use the 20 minute tutor time in the morning to speak to students regarding behaviour, attendance and achievement.

⁴ 'How to' Sims guide for Tutors, HODS, HOYS on Staff Portal
BMAT Copyright 2019

2 Bullying, Peer on Peer abuse and Racism

Incidents of bullying, peer on peer abuse and racism should be dealt with according to the Anti-bullying policy and Safeguarding and child protection policy; a SIMS behaviour point should be completed and relevant personnel copied in. All incidents should be reported in writing on a safeguarding disclosure form and given to a member of the safeguarding team. If you walk past students that are using inappropriate language, please stop and remind them of our expectations.

3 On Call System

If immediate assistance is required in a lesson and the Department referral system is not appropriate a senior member of staff should be summoned through the "on call" system. Contact reception and the senior member of staff on duty will go to the class and deal with the problem.

4 Detentions

Detentions are just one method for supporting good behaviour around the school. Wherever possible poor behaviour should be dealt with by the individual teacher as quickly as possible, resolving any issues prior to the next lesson. Remember detentions are to change behaviour they are not about revenge. Wherever possible make the work match the incident. A record of this detention must appear as a SIMS point as an action taken by the member of staff.

If a detention is to take place after school and last longer than 15 minutes, the requirement of 24 hours' notice to parents continues to apply to all detentions outside normal school hours. This can be written in a Students planner. This is to inform parents about an incident and the sanction applied, and to engage their support. Staff may detain pupils at lunchtime, without prior notice, although pupils must be allowed to use the toilet and have their lunch.

Individual Detentions

Staff may keep students in at break times or during the lunch hour but remembering students must be given time to go to the toilet and have something to eat and drink at lunchtime. Detentions at the end of the school day will normally require 24 hours' notice to parents. This is not seeking the parents' approval, it is a courtesy in order that parents can make any arrangements that may be necessary. Avoid keeping in whole groups and distinguish between offenders and those who are innocent. Where ever possible inform the relevant staff through Sims Behaviour Manager. Try to ensure that there is always 'reward' for better behaviour and never punish indiscriminately.

Departmental Detentions

These are held on designated days each week and are organised by Heads of Departments. They are normally for persistent poor behaviour in class. It is good practice for the parents to be informed by letter and for non-attendance to be chased up.

Year Detentions

These are held weekly for up to 1 hour and are organised by Heads of Year. They are normally for persistent lateness and poor behaviour outside of lessons. Parents will be informed of the reason for the detention.

School Detentions

This is regarded as a very serious school sanction. It is a detention lasting 1 hour after school on Fridays and is supervised by a member of the senior leadership team. Only HODs, HOYs or senior management can place a student in this detention. It should only be given for serious breach of school rules or once a series of steps have been attempted to sanction a student. Details of the individual and the incident should be given to the relevant Key Stage Pastoral administrator who will record this on Sims and write to parents. The home will be contacted. It takes precedence over any other activities. A record of these will be placed on the student's file. Failure to attend this detention will lead to a half day internal exclusion.

Loss of Free Time (LOFT)

This is a school sanction that takes place every lunch time for students that have displayed poor behaviour outside of lessons, during unstructured time (break and lunchtime). It is supervised by members of pastoral teams and only HOYs can place a student in this detention.

Exclusion

Internal exclusions involve the isolation of a student for a day or more. An Internal exclusion may also be served by loss of free time for a period of time. The student will be set to work on his/her own in suitable accommodation (in our Respite and Reintegration room) without access to the rest of the school. The pupil should have break and lunch separate from the main body of the school. Parents should be informed and a record of these will be kept on the student's file and on SIMS. The purpose of these sanctions is two-fold: to remove the pupil from the mainstream School until the pupil's behaviour has improved and, secondly, to allow the pupil to think about his/her behaviour and to work, with the help and support of the Student Services team, on improving it to the level expected in the mainstream School.

Fixed term exclusions (up to 45 days in a year) may result from:

- persistent serious misbehaviour
- accumulation of incidents
- repeated instances of bullying or racism
- a serious breach of school rules/code of conduct
- a single instance of seriously violent or abusive behaviour
- gross disrespect to a teacher or adult
- vandalism/deliberate destruction of property/theft

This list is not exhaustive, before the decision to exclude a student is taken, the circumstances of the incident(s) are considered, together with the student's disciplinary record. Where a group of students are involved in an incident, the role of all the individuals there must be considered, not just the student at the centre of the discipline breach. A Behaviour Improvement Plan (BIP) or Pastoral Support Plan (PSP) may be set up, where deemed useful, to support students at risk of permanent exclusion.

Behaviour Support and Intervention Strategies:

Where deemed necessary, the school will offer pupils additional behavioural support, including one-to-one mentoring, support from the SEND Deputy Head of Year and the involvement of outside agencies. Support may include some or all of the following:

Behaviour reports :

- Students should be placed on a **tutor report** where there are issues relating to attendance, achievement or behaviour that relate to a range of subject areas or out of lessons conduct. This should be referenced in SIMS.
- Students should be placed on a **subject report** where there are issues relating to attendance, achievement or behaviour within the subject area. This should be referenced in SIMS. Reports are to be used to support and to empower the class teacher when resolving issues.
- Students should be placed on a white **Head of Year** report where there are issues relating to attendance, achievement or behaviour that relate to a range of subject areas or out of lessons conduct.
- Parents are asked to sign the report at the end of every day, and make any relevant comments –or call and speak to the relevant member of staff. Where a student is placed on report for persistent low-level disruption a meeting will take place to support the student with altering their behaviour patterns, in partnership with parents/carers.
- The student should give the report to the teacher at the start of the lesson and collect it completed at the end.
- The Tutor or Head of Year will monitor students on report and see the student at the end of the week and discuss his/her progress before considering whether the period of the report should be extended or if the student should be taken off report. The report card should be placed in the student's file.
- **The Red Report:** The red report is the final disciplinary sanction before exclusion is resorted to. The system is to be used for any student who is considered to be in need of continuous monitoring of behaviour. The Assistant Principal or Head of Year will interview the student and make it clear why the system is being used and what standards of behaviour is expected. Parents will be informed by letter. Teachers are asked to assess the targets set – with a tick for satisfactory or a 'X' for unsatisfactory. The Head of Year will see the student at the end of each day. An 'X' will normally result in an internal exclusion; a further 'X' will cause the student to be excluded for a fixed term, after which he/she will be interviewed with the parents before returning to school.

Other examples of Behaviour Support:

- Referral to an appropriate outside agency such as Educational Welfare Service, CAMHS or the police;
- "Behaviour Improvement Plan": A BIP is a programme drawn up by the HOY. Targets are set and regular meetings to review these are held with parents/carers.
- "Pastoral Support Programme": a PSP is a programme drawn up between the Head of Year, parents and the pupil which identifies the problems and sets targets for improvement and subsequent review;
- Individual Education Plan: identifies problems and sets targets, within the work of the SEND team. The school's SENCo will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. We will also consider if the behaviour exhibited is a direct result of a Special Education Need, and support the pupil, parents and staff in helping the young person to manage their behaviour.
- Temporary Off-site provision where a student showing challenging behaviour would benefit from spending some time in an alternative provision. The school must work in partnership with parents is using an alternative provision and regular reviews must take place.

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- A Managed Move - A managed move should be considered as part of a measured response to supporting the child's emotional, social and behavioural needs. It is likely to be a strategy considered in later stages of a pastoral support plan where there has been little or no evidence of success in the current school.

Confiscation of inappropriate items

As with all other sanctions, the sanction of confiscation must be applied in a reasonable and appropriate way. For the confiscation to be lawful, it must be proportionate and in pursuit of a legitimate aim. Any confiscated items must be handed in to reception in a labelled envelope.

The use of force

The regulations give us greater authority to use force or restrain pupils. This section of the Policy has been strengthened to protect staff from unreasonable claims from students and parents. However, in order to protect Beal staff at school, they should only intervene physically, if the pupil is in danger of injuring themselves or others. The use of force should be avoided. The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it and any force used should always be the minimum needed to achieve the desired result. Immediately following any such incident, the member of staff involved should tell the Co-Headteacher or a senior member of staff and provide a written report as soon as possible afterwards.

On other occasions: when pupils are committing a criminal offence, causing damage to property or engaging in any behaviour prejudicial to maintaining good order or discipline, staff should only use force as a last resort. Staff at Beal should not have to use force to maintain good order. Our systems need to be robust enough so that all can maintain good order without its use. Staff should follow the existing systems of using departmental referral, using on-call or reporting the incident to the appropriate authority.

Searching pupils

The legal power to search pupils, without consent, currently only extends to illegal items or substances. Only senior members of staff can search pupils. Staff should only search pupils of the same sex and there should always be a witness present. Staff should note that, while confiscation of a mobile phone is legitimate, searching through a phone without the pupil's permission is not.