



BEAUCHAMPS HIGH SCHOOL

Beauchamps Drive, Wickford, SS11 8LY
Headteacher: Mathew Harper BA Hons, NPQH



Behaviour Policy **School Policy/Procedure No: 08**

Last Reviewed: September 2023

Last Amended: September 2023

Next Review: September 2024 or
earlier as required

The Behaviour Policy complies with Part 7 of the Education and Inspection Act 2006.

This policy is applied based on the information in the following documents;

- **Behaviour in schools: Advice for headteachers and school staff, DfE - September 2022**
- **Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England, DfE - September 2022**
- **Keeping Children Safe in Education, DfE – September 2022**

1. CREATING AND MAINTAINING HIGH STANDARDS OF BEHAVIOUR

- 1.1 The Beauchamps community is a family, in which everyone aspires to achieve their best and beyond.
 - All family members feel safe, valued and trusted
 - All students are inspired by a curriculum delivered by outstanding teaching
 - Our family believes in mutual respect and courtesy
- 1.2 Good behaviour in school is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive (DfE, 2022).
- 1.3 High standards of behaviour can only be met when all parties including, but not limited to, students, parents/carers, staff, senior leadership and governors maintain consistent and high expectations.
- 1.4 This is underpinned in the Beauchamps High School Behaviour Charter which states; 'We will consistently follow the Beauchamps Behaviour Policy and as such, are all accountable for behaviour in the school'.
- 1.5 Students will be expected to take responsibility for their own behaviour and also have a responsibility to ensure that incidents of disruption, violence and bullying are reported. Students will be expected to follow the Beauchamps High School Behaviour Charter as written and agreed by the Student Voice (April 2022) which states:
 - We will consistently follow the Beauchamps Behaviour Policy and as such, are all accountable for behaviour in the school

- We understand that there are consequences to our actions and support the need for C1-6
- We will prioritise our learning at all times, including punctuality to lessons
- We will support a culture of mutual respect with our peers and all adults
- The wellbeing of ourselves and our peers should be a priority in the way we behave
- We have a commitment to protecting the school environment
- We will ensure we conduct ourselves in a manner that supports health and safety around the school
- To support a no tolerance approach to bullying we will report issues to staff when they happen and encourage others to follow suit
- Our representation of the school extends to the community we live in and our behaviours should reflect this
- We will encourage and celebrate the successes of our peers

For the purpose of the above statements in section 1.5, 'we' refers to the student body

1.6 Parents/carers have an essential role to play in assisting the school in maintaining high standards of behaviour of their child both inside and outside the school. They have a duty to take responsibility for the behaviour of their child.

1.7 Consistency between school and parent/carer expectations of behaviour is essential. Parents/carers will be expected to follow the Beauchamps High School Behaviour Charter as agreed at the Parent Forum (June 2022) which states:

- We will consistently follow the Beauchamps Behaviour Policy and as such, are all accountable for behaviour in the school
- As set out in the Home-School agreement, I will support the school in managing poor behaviour both in school, at home and in the community
- We will ensure our child is prepared for learning by being fully equipped and in correct uniform
- In our communication with school, we will always be courteous and respectful to all staff

If I have any concerns about my child's education or welfare at school, I will contact the school at the earliest opportunity, usually the Year Lead in the first instance

For the purpose of the above statements in section 1.7, 'I' and 'we' refers to the responsibilities of the parent/carer of the student.

1.8 Staff, including teachers, support staff and volunteers will be responsible for ensuring that the policy and procedures are followed and fairly applied.

1.9 Staff will always plan high quality and effective lessons to support engagement of students and their learning.

1.10 A whole school approach to behaviour means all staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with students. This ensures clear understanding of behaviours that are expected and encouraged and what behaviours are prohibited. This will be achieved

through assemblies, a structured form time routine, explicit teaching in our curriculum and by role modelling the behaviours expected.

- 1.11 Staff will receive training and updates around best practices regarding behaviour to ensure consistency and high standards are maintained. For example, through INSET, Initial Teacher Training (ITT) and classroom observations.
- 1.12 School leaders will visibly and consistently support all staff in managing student behaviour through means such as Behaviour Walks.
- 1.13 School leaders will promote and role model good behaviour and ensure that behaviour that disrupts teaching or the positive and safe environment of the school, is dealt with through proportionate action.
- 1.14 The Governing Body believes that in order to enable effective learning and teaching to take place, good behaviour in all aspects of school life is necessary. Therefore, the Governing Body seeks to create a caring, learning environment in the school by:
 - promoting and praising acceptable behaviour and discipline
 - promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
 - ensuring fairness of treatment by all and for all
 - encouraging consistency of response to both positive and negative behaviour
 - promoting early intervention
 - providing a safe environment free from disruption, violence, bullying and any form of harassment
 - encouraging a positive relationship with parents/carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedures
 - ensuring all staff are treated respectfully by students, parents/carers, other staff and other members of the local community
 - ensuring all students are treated respectfully and have a basic entitlement to receive their education free from disruption, discrimination or abuse
 - positive behaviour to be recognised and praised
- 1.15 We are working towards Trauma Perceptive Practice (TPP) becoming pivotal to our behaviour management practice. Treating students with compassion and kindness, providing them hope and therefore giving them a sense of connection and belonging should underpin what we do. Behaviours and consequences are considered within this model to ensure the best outcomes for the individual and for everyone in the Beauchamps family.
- 1.16 Strong relationships between staff and students are vital. Our staff are fair and consistent (considering individual needs) enabling students to feel safe. Equally, our staff are approachable and there to help (not only there to discipline) and we help students to understand this. It is also recognised that for some students, variance on these processes will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach.
- 1.17 The Governing Body, Headteacher and staff will ensure there is no differentiated application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, identity or sexuality. They will also ensure that the concerns of students, staff, parents/carers and members of the local community are listened to and appropriately addressed.

- 1.18 The school's culture of high standards and behaviour leading to a safe and calm learning environment where students can thrive will support all students, including students with SEND, so that everybody has sense of belonging in the school community.
- 1.19 Behaviour will often need to be considered when a student is identified as having SEND. Although it does not follow that every incident of misbehaviour will be connected to their SEND but we will consider making reasonable adjustments to consequences on a case by case basis.

2. REWARDS AND PROMOTING GOOD BEHAVIOUR


- 2.1 There will be an ethos of encouragement and high aspirations at Beauchamps High School.
- 2.2 Beauchamps High School's ethos of encouragement is central to the promotion of good behaviour.
- 2.3 Rewards are one means of achieving this. Rewards have a motivational role in helping students to realise that good behaviour, attitude and work is valued. Integral to the system of rewards is an emphasis on praise, both informal and formal to individuals and groups.
- 2.4 There will be an ethos of encouragement for:
- academic success
 - sports success
 - artistic success
 - personal achievements
 - social performances
 - good attendance
 - good punctuality
 - good attitude to learning
 - service to school
 - service to the community
 - other praiseworthy activities
- 2.5 The Governing Body encourages a celebration of achievement through the use of rewards issued in a fair and consistent way via the use of:
- a merit system
 - certificates, awards and blazer badges for achievements linked to progress, attendance, punctuality, attitude and merits
 - display of students' work, etc.
 - positive adult and peer role models of caring, co-operative behaviour
 - trips
 - letters of praise sent home
 - publicity for achievements (newsletters, online, press)
 - praise boards
 - celebration assemblies
 - meetings with Headteacher and governors
- 2.6 The Governors expect the staff to have high expectations of students, promote positive behaviour management strategies and endorse the school vision, mission and values.
- 2.7 Consistent language such as 'SET' will be used to support students understanding of the expectations on them at key transition points in lessons, namely the start and end of lessons.

3. CONSEQUENCES

- 3.1 The school will maintain high standards of behaviour so that children and young people are protected from disruption and can learn and thrive in a calm, safe and supportive environment (DfE 2022). Where a student's behaviour is unacceptable, the use of reasonable and proportional consequences will be used.
- 3.2 The Action and Consequences document below gives a suggested set of consequences for a variety of behaviours. Staff must refer to this document when issuing a consequence for poor behaviour. This is not an exhaustive list but indicates the types of unacceptable behaviour for which the consequence is appropriate. Each case will be considered individually taking all circumstances into account.

Beauchamps Action and Consequence document (Last reviewed September 2023)

We are responsible for the actions we take, we therefore must accept the consequences of those actions

Minimum Expectations Good	A2L	Displays a considerate, respectful and courteous manner to <u>all staff and their peers</u> . Learning and progress reflect a willingness to engage in lessons. Will demonstrate persistence and determination when confronted with challenges.	
	HL	Homework is <u>always</u> punctual and is completed to a standard that <u>reflects their progress</u> in lessons.	
Level	Action	Consequence	 <p>The Beauchamps community is a family in which everyone aspires to achieve their best and beyond.</p> <p>School Values:</p> <p>All family members feel safe, valued and trusted</p> <p>Our family believes in mutual respect and courtesy</p> <p>All students are inspired by a curriculum delivered by outstanding teaching</p>
C1	<ul style="list-style-type: none">-Disruptive behaviour (shouting out, talking when asked not to etc)-Lack of effort-Inappropriate uniform-Lack of equipment-Not listening to instructions-Eating/chewing	<ul style="list-style-type: none">-Verbal warning-Name on board	
C2	<ul style="list-style-type: none">-Failure to meet expectations for a second time-Chewing gum	<ul style="list-style-type: none">-Recorded on iDB	
C3	<ul style="list-style-type: none">-Failure to meet expectations for a third time-Persistent lack of equipment/kit/ homework-Rudeness to staff-Late to school (same day detention)-More than 5 minutes late to lesson	<ul style="list-style-type: none">-Recorded on iDB-Faculty Detention-Home informed by class teacher/CL/FL	
C4	<ul style="list-style-type: none">-Persistent breach of C3 (except HW)-Bullying-Persistent inappropriate uniform-Intentionally offensive towards another student-Truancy (on/off site)-Throwing objects (including water and littering)-Inappropriate language/actions-Inappropriate use of technology-Persistent refusal to follow instructions-Swearing	<ul style="list-style-type: none">-Recorded on iDB-Phone call home-Loss of social time-SLT detention	
C5	<ul style="list-style-type: none">-Failure to complete C4-Inappropriate comments to protected characteristics (e.g. homophobic/racist comments)-Intimidating/threatening behaviour-Child on Child abuse-Persistent disruptive behaviour	<ul style="list-style-type: none">-Phone call home-Loss of social time-Ready to Learn-Isolated with Year Leader/SLT	
C6	<ul style="list-style-type: none">-Persistent bullying-Failed Ready to Learn-Fighting/serious assault-Illegal substances in school-Possession of dangerous objects (knife, fireworks)-Smoking/vaping on site-Racial or sexual harassment-Harmful sexual behaviour-Damage to school property	<ul style="list-style-type: none">-Loss of social time-Ready to Learn-Saturday Detention-Suspension-Permanent Exclusion	

- 3.3 The law allows schools to issue consequences for students whose conduct falls below the standard which could be reasonably expected of them. This means if a student misbehaves, breaks a rule, or fails to follow a reasonable instruction, staff can apply a consequence for that student (DfE 2022).

3.4 Detentions

- 3.4.1 Detentions may be set for the reasons set out in the school's Action and Consequences Document. This is not an exhaustive list but indicates the types of unacceptable behaviour for which detentions are set. The parents/carers of students receiving several detentions within a half term will be invited to school to discuss the matter with the relevant Year Leader and Senior Leader.
- 3.4.2 The law allows staff to set detentions to students, including same day detentions (DfE 2022).
- 3.4.3 The Governing Body approve the use of after-school detentions of up to 60 minutes.
- 3.4.4 Lunchtime and break time detentions are a consequence for some unacceptable behaviour.
- 3.4.5 Students detained for the whole of lunchtime will be accompanied to lunch by the appropriate member of staff.
- 3.4.6 In instances where a C3 is given, this will result in a 20 minute Faculty detention. These run each day during lunchtime and after school.
- 3.4.7 Parental/carer consent is not required for detentions to be set (DfE 2022).
- 3.4.8 Parents/carers will normally be given 24 hours' notice of an after-school detention, usually in writing. Whilst this is not required by law, the welfare of the child is paramount and due consideration will be given to safeguarding procedures in any situation where 24 hours' notice is not given.
- 3.4.9 For behaviours in the C4 – C6 categories students may be referred for an SLT detention. This will be on a designated day after school depending on the student's Year Group, or a Saturday morning for up to 3 hours. Staff will request an SLT detention in discussion with Curriculum Leaders and via the incident slip system.
- 3.4.10 Incidents will be logged and monitored on the school's incident database. An accumulation of behaviour points could result in a further consequence, such as: Ready to Learn, SLT detention, Saturday detention, Suspension or Permanent Exclusion.
- 3.4.11 Students may be placed on report to monitor behaviour closely. Targets will be agreed with the student and the outcomes will be communicated with parents/carers.

3.5 Removal from lesson and use of Ready to Learn Room

- 3.5.1 Removal from lesson will only be used as a last resort when all other behaviour strategies to keep a student in face to face learning have been attempted, unless the behaviours of that student threaten the safety of themselves or others, or are extreme enough to threaten the learning environment to require immediate removal.
- 3.5.2 Removal from lesson may be used as a consequence or while an incident is being investigated that could result in a suspension or permanent exclusion.

- 3.5.3 Removal from lesson may take place in the Ready to Learn room or with other relevant members of staff. Students will also be provided with resources to ensure learning is not prevented in any way.
- 3.5.4 Removal from lesson may be for part of a lesson or up to a whole day, and only when it has been satisfied that the return to mainstream lessons will not cause further disruption.
- 3.5.4 Students may be placed in Ready to Learn for behaviours that could have resulted in a suspension where the school will take all necessary steps to ensure students remain in school.
- 3.5.6 Students who are removed from lesson will always be provided with relevant work to complete that mirrors what learning is taking place in the lesson they are removed from and given appropriate support to complete the work.
- 3.5.7 Removal from lesson for behavioural reasons is different when removal has taken place to allow a student to regulate their emotions for non-disciplinary reason, such as to use the sensory room, and would be outlined as a measure in a student's One Plan.
- 3.5.8 Where student behaviour is not changed by classroom management, other interventions may be explored such as;
- Targeted discussions with Year Lead or staff mentor
 - Youth worker support
 - Children Adolescent Mental Health Service (CAMHS) referrals or affiliates ie Affinity Project
 - Pastoral Support Plans
 - Engagement with educational psychologists
 - Managed move to another education provider
 - Request for support from Children Support Service (CSS)
- 3.5.9 All interventions will occur in the best interests of the student and to improve behaviour so they can be reintegrated and succeed within the mainstream school community.

3.6 Suspensions and Permanent Exclusions

- 3.6.1 The Governing Body believes that unacceptable behaviour can be changed. However, the Governing Body will not tolerate behaviour that undermines the school's ability to provide a calm, safe and supportive environment which children and young people want to attend and where they can learn and thrive. Therefore, breaches of any part of this basic entitlement may lead to students being suspended or permanently excluded.
- 3.6.2 Only the Headteacher can suspend or permanently exclude on disciplinary grounds. In the absence of the Headteacher, this will be the person delegated the responsibility of the Headteacher (DfE 2022)¹.
- 3.6.3 When establishing the facts in relation to a suspension or permanent exclusion decision, the Headteacher will apply the civil standard of proof ie 'on the balance of probabilities' it is more likely than not that a fact is true².

¹ Under section 579(1) of the Education Act 1996 An acting headteacher is someone appointed to carry out the functions of the headteacher in the headteacher's absence.

² Paragraph 2 – Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, DfE 2022

3.6.4 The student's views will be taken into account before deciding whether to suspend or permanently exclude, considering these in light of their age and understanding.

3.6.5 Suspensions and Permanent Exclusions could be used for unacceptable behaviour such as:

- Persistent disruptive behaviour
- Actual or threatened violence against a student or an adult
- Verbal abuse or threatening behaviour against a student or an adult
- Sexual/racial harassment, abuse or assault
- Harassment or intimidation of staff or students
- Use of inappropriate language (e.g. swearing)
- Misbehaviour causing serious disruption of lessons or school routines
- Possession of or smoking cigarettes and vapes including the possession of a lighter or matches
- Damage to school property or theft which may also lead to criminal proceedings
- Bullying (including cyberbullying)
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability
- Drug related issues – please refer to our Drugs Policy
- Possession of banned items in school which include:
 - Knives and weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence or cause personal injury to, or damage to property of; any person
 - Tobacco, cigarette papers, e-cigarettes/'vapes'
 - Fireworks
 - Illegal pornographic material

This is not an exhaustive list but indicates the types of unacceptable behaviour for which suspensions and permanent exclusions are set.

3.7 Suspensions

3.7.1 A suspension is an essential behaviour management tool³ to provide a clear signal of unacceptable behaviour as outlined in this policy.

3.7.2 A student may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year)⁴. A suspension may be for part of a day resulting in a half day suspension.

3.7.3 Parents/carers will be notified in writing of suspensions and their right of appeal to the Student Discipline Committee. This may be sent as an email attachment and followed up with a posted physical copy of the letter.

3.7.4 The local authority will be informed of all suspensions, regardless of length.

³ Paragraph 5 - Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, DfE 2022

⁴ Paragraph 6 - Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, DfE 2022

- 3.7.5 If a student has a social worker, they will also be notified of a suspension. If the student is a Looked After Child (LAC), the Virtual School Head (VSH) will be notified⁵.
- 3.7.6 The Governing Body will be notified at least once per term of all suspensions, unless the suspension is over 5 days in length, for which they will receive notification without delay.
- 3.7.7 If a student is suspended, it is important they still receive their education. All learning resources will be found through our blended learning provision on Microsoft Teams for the duration of the suspension.
- 3.7.8 It is the duty of the parent/carer to ensure the student is not present in a public place⁶ at any time during school hours for the days specified on the suspension letter.
- 3.7.9 In all instances of a suspension being issued, parents/carers will be invited into school with the student for a reintegration meeting where a reflective conversation will take place and whether any relevant adjustments are required for the student to make a successful return to the mainstream school community.
- 3.7.10 Where suspensions are a regular occurrence for a student, the school will consider if additional strategies may be used such as those outlined in section 3.6.4.
- 3.7.11 In the case of a suspension which does not bring the student's total number of days of suspension to more than five in a term, the governing board must consider any representations made by parents, but it cannot direct reinstatement and is not required to arrange a meeting with parents⁷.
- 3.7.12 In exceptional circumstances, usually where further evidence has come to light, a further suspension may be issued immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the first suspension. Notification of this would also be sent in writing.

3.8 Permanent Exclusion

- 3.8.1 A permanent exclusion is when a student is no longer allowed to attend the school. The decision to permanently exclude a student will be taken:
- In response to a serious breach or persistent breaches of the school's behaviour policy; **and**
 - Where allowing the student to remain in school would seriously harm the education or welfare of the student or others such as staff or students in the school⁸
- 3.8.2 Parents/carers will be notified in writing⁹ of permanent exclusions and their right of appeal and will normally be invited to school to discuss the matter before a permanent exclusion is set.

⁵ Paragraph 77 - Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, DfE 2022

⁶ Paragraph 65 - Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, DfE 2022

⁷ Paragraph 104 - Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, DfE 2022

⁸ Paragraph 11 - Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, DfE 2022

- 3.8.3 Once notified of a permanent exclusion, the Governing Body must convene a meeting within 15 days to consider reinstatement. If the 15 days would run over a public exam, reasonable steps must be taken before the date of the examination¹⁰.
- 3.8.4 The Headteacher will notify the local authority at the earliest opportunity of any decision to permanently exclude. Where a student lives outside the local authority area in which the school is located, the 'home authority' will also be notified¹¹.
- 3.8.5 If a student has a social worker, they will also be notified of a permanent exclusion. If the student is a Looked After Child (LAC), the Virtual School Head (VSH) will be notified.
- 3.8.6 If there is an ongoing safeguarding investigation (whether that includes a criminal investigation or not) that may result in the permanent exclusion of a student, decisions will be made alongside the school's duty to safeguard and support young people.
- 3.8.7 Any investigation where we believe a criminal offence has occurred, the school will inform the police.
- 3.8.8 The Headteacher need not postpone taking a decision to permanently exclude solely because a police investigation is underway and/or any criminal proceedings may be brought. In such circumstances, the Headteacher will need to take a decision on the evidence available to them at that time¹².
- 3.8.9 Where the evidence is limited by a police investigation or criminal proceedings, the Headteacher should consider any additional steps they may need to take to ensure the decision is fair. However the final decision on whether to permanently exclude is for the Headteacher to make¹³.
- 3.8.10 Police investigations do not change the 15 day requirement of the governing body to convene, who must make their decisions based on the evidence available, applying the civil standard of proof¹⁴.

4 ADDITIONAL GUIDANCE ON SPECIFIC BEHAVIOUR ISSUES

4.1 Uniform

- 4.1.1 Schools can discipline students for breaching school rules on appearance or uniform¹⁵.
- 4.1.2 Breaches of appearance or uniform include but are not limited to;

⁹ Paragraph 63 - Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, DfE 2022

¹⁰ Paragraph 98 - Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, DfE 2022

¹¹ Paragraph 82 - Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, DfE 2022

¹² Paragraph 258 - Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, DfE 2022

¹³ Paragraph 259 - Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, DfE 2022

¹⁴ Paragraph 115 & 260 - Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, DfE 2022

¹⁵ [School uniforms - GOV.UK \(www.gov.uk\)](https://www.gov.uk/school-uniforms)

- Extreme hairstyles (including style and colour)
- Facial piercings
- Body piercings (other than ears)
- Refusal to comply with school dress code

4.1.3 All uniform issues will be reported to the relevant Year Leader. Year Leaders will, where possible in the first instance, offer appropriate uniform to change into.

4.1.4 Year Leaders will make contact home to discuss further any issues regarding correct uniform being worn. Students refusing to wear appropriate uniform may be asked to work in Ready to Learn or with their Year Leader until they change into appropriate uniform. Students may be sent home to change into appropriate uniform.

4.1.5 The school will not discriminate when it comes to uniform and will take into consideration on a case-by-case basis where reasonable adjustments may be needed, for example in relation to SEND or religious beliefs.

4.2 Mobile phones

4.2.1 The usage of mobile phones and devices (such as earphones) at Beauchamps is banned for students in Year 7-11 (exceptions to this will be considered on a case-by-case basis where safeguarding or medical reasons determine). Steps are necessary to mitigate the risks of accessing technology in the school day. These include distraction, disruption, bullying and abuse¹⁶.

4.2.2 If a student is caught using a phone or device it will be confiscated by a member of staff and held safely and securely until the end of the school day.

4.2.3 If a student is in breach of mobile phone rules twice in a term, they will be expected to either leave their phone at home for a week, or hand it to their Year Leader each day. If a student breaches this three times, the same process should be followed but for a term in duration.

4.2.4 It may be necessary to confiscate a mobile phone if there is a safeguarding concern or where there may be potential criminal activity¹⁷.

4.3 Searching, Screening and Confiscation (Read in conjunction with ‘Searching, screening and confiscation: Advice for headteachers, school staff and governing bodies’ (DfE July 2022)).

4.3.1 Ensuring school staff and students feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure student and staff welfare is protected and helps schools establish an environment where everyone is safe¹⁸.

4.3.2 Under common law, school staff have the power to search a student for any item if the student agrees. The member of staff conducting the search will always ensure the student understands the reason for the search and how it will be conducted¹⁹.

¹⁶ Paragraph 122 – Behaviour in Schools DfE 2022

¹⁷ Paragraph 1-4 – Searching, Screening and Confiscation; Advice for schools, DfE 2022

¹⁸ Page 6 - Searching, Screening and Confiscation; Advice for schools, DfE 2022

¹⁹ Paragraph 4 - Searching, Screening and Confiscation; Advice for schools, DfE 2022

4.3.3 A search may be conducted on a student where there is belief that they are in possession of an item on the school's banned items list (Section 3.6.5)²⁰.

4.3.4 Parents/carers will be informed of any search that is conducted on their child.

Further information can be found in the DfE Searching, Screening and Confiscation guidance.

4.4 Physical intervention

4.4.1 The policy at Beauchamps High School is to avoid using force unless all other ways of diffusing the situation have been exhausted. However, the school acknowledges the legal power of all staff to use reasonable force to control or restrain as set out in the Department of Education's "Advice on the Use of Reasonable Force for school leaders, staff and governing bodies" and Essex County Council's "Guidance on the use of Physical Intervention in Education Establishments".

Specific information can be found in the school's Physical Intervention Policy.

4.5 Off-site direction

4.5.1 The Governing Body of the school may require a student to attend another education setting to improve their behaviour²¹.

4.5.2 The student's best interests will be at the heart of any decision the school makes.

4.5.3 Off-site direction into alternative provision can be full time or part time in combination with continued mainstream education.

4.5.4 Any off-site provision will be reviewed regularly, and always with the student's best interest at the centre of decision making.

4.5.5 Whilst the school will endeavour to work with parents/carers to find the best solution to improve future behaviour, the school has the power to direct students to suitable alternative provision without needing parental agreement.

4.6 Incidents off site

4.6.1 A student's behaviour outside of school can be considered grounds for a consequence issued by the school such as suspension or permanent exclusion²².

4.6.2 Conduct outside the premises for which students may receive a consequence include misbehaviour²³;

- When taking part in any school-organised or school-related activity;
- When travelling to or from school;
- When wearing school uniform;
- When in some other way identifiable as a student at the school;
- That could have repercussions for the orderly running of the school;
- That poses a threat to another student; or
- That could adversely affect the reputation of the school

²⁰ Paragraph 2 - Searching, Screening and Confiscation; Advice for schools, DfE 2022

²¹ Paragraph 35 - Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, DfE 2022

²² Paragraph 92 – Behaviour in schools DfE 2022

²³ Paragraph 94 – Behaviour in schools DfE 2022

4.7 Incidents Online

- 4.7.1 Behaviour online should be seen as an extension of physical and/or verbal behaviours and as such, the same high standards of the school apply online as they do offline
- 4.7.2 Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos, and sexual harassment will be addressed in accordance with the same principles as offline behaviour²⁴.
- 4.7.3 Many online behaviour incidents amongst young people occur outside the school day and off school premises. Parents/carers are responsible for this behaviour. However, where behaviour poses a threat or causes harm to another student, and/or could have repercussions for the running of the school, and the student is identifiable, then the school could follow the normal consequence procedure²⁵.

Note: All data on behaviour stored in school is only shared in accordance with the school's Privacy Notice (eg other educational establishments, Local Authority, DfE)

²⁴ Paragraph 119-120 – Behaviour in schools DfE 2022

²⁵ Paragraph 121 – Behaviour in schools DfE 2022