



BEHAVIOUR POLICY

School Policy/Procedure No: 08

The Policy was formally adopted by the Governing Body on:	Date: September 2024
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1. ETHOS AND VISION

Our school believes that our community is a family, our values state

- 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

Ensuring that all students and staff members feel safe, valued and trusted is at the heart of being part of Beauchamps.

This is underpinned in the Beauchamps High School Behaviour Charter which was devised by students, parent/carers, and staff in 2022. (Appendix A).

The school also has “Inclusion” running through the core of our ethos and vision, and believe that **everyone** should be able “to achieve their best and beyond”.

We have high expectations for our children and young people, while recognising some children and young people have specific needs. The following expectations cover all times of the school day and around our community out of school hours or off site. This means we:

- encourage a positive attitude to learning within a safe, happy environment
- promote high expectations and enable students to become independent responsible learners
- encourage a sense of respect for our community and our environment
- believe that clear, consistent routines and systems are essential to support children and young people’s development and ensure the health, safety and wellbeing of everyone in our school community.

Good behaviour and attitude to learning is recognised through a comprehensive rewards system at Beauchamps High School. The school will seek to celebrate these at every opportunity.

It is everyone’s responsibility to remind and support children and young people where these expectations are not met. Equally it is important to comment positively when they are. Staff model expected behaviours, attitudes and habits. As a key stakeholder, we also hope that our parent/carers will model this too.

We understand that we all make mistakes, and even more so as a young person. Our behaviour policy reflects this and encourages students to reflect and learn from mistakes.

Any behaviour that falls below the expectations of our school will require some level of intervention and may result in a logical consequence.

Consequences can be a useful response to behaviours, remembering that some behaviours result in positive consequences. When responding to unwanted behaviour, the consequences we use in our school always look at the incident with the knowledge of the

stress response (and how the brain reacts), the relational model and with the aim to repair and restore through relationships.

Our school applies consequences using the following principles:

- Adults are clear that it is a consequence
- Consequences are delivered with empathy and understanding of the context
- Consequences are logical and fair
- Consequences are appropriate to the student's level of understanding
- Consequences keep students safe. They can be proactive based on lessons learnt from previous incidents.
- Consequences protect the relationship.

Appendix B outlines common examples of behaviours that will need an intervention, and that may lead to a possible consequence.

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.

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 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. The principles of TPP (Trauma Perceived Practice) are aligned with our own values and practice.

2. MORE SERIOUS CONSEQUENCES

Detentions and Loss Of Free Time (LOFT)

The law allows staff to set detentions to students, including same day detentions and parental/carer consent is not required for detentions to be set in and outside of school hours, including Saturday mornings (DfE 2024).

The Governing Body approve the use of after-school detentions of up to 60 minutes.

Lunchtime and break time detentions are a consequence for some unacceptable behaviour. Students detained for the whole of lunchtime will be accompanied to lunch by the appropriate member of staff.

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.

Incidents will be logged and monitored on the school's incident database. An accumulation of behaviour points could result in a further consequence.

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.

Removal from lesson and/or use of Ready to Learn Room

Removal from lesson may be used as a consequence or while an incident is being investigated. Removal from lesson will only be used as a last resort when all other behaviour strategies have been attempted.

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. Students will never be left alone!

Time in the Ready to Learn Room enables the student to work with a member of staff that can support the child with both their emotional support, regulation and to access the appropriate education resources from the missed lesson/s.

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. All interventions will occur in the best interests of the student and so they can be reintegrated and succeed within the mainstream school community as soon as possible.

Off-site direction

The Governing Body of the school may require a student to attend another education setting to improve their behaviour. The student's best interests will be at the heart of any decision the school makes.

Off-site direction into alternative provision can be full time or part time in combination with continued mainstream education. Any off-site provision will be reviewed regularly.

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.

3. SUSPENSIONS AND PERMANENT EXCLUSIONS

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.

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).

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 true.

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.

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
 - Catapults

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

Suspensions

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

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

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.

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

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 notified.

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.

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.

It is the duty of the parent/carer to ensure the student is not present in a public place at any time during school hours for the days specified on the suspension letter.

Following 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. The school may feel this is not required if this conversation has already taken place.

Where suspensions are a regular occurrence for a student, the school will consider if additional strategies may be used.

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 body must consider any representations made by parents, but it cannot direct reinstatement and is not required to arrange a meeting with parents. A student may be suspended for up to a maximum of 45 school days in a single academic year.

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.

Permanent Exclusion

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 school

Parents/carers will be notified in writing 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.

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 examination.

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 notified.

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.

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.

Any investigation where we believe a criminal offence has occurred, the school will inform the police.

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 time.

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 make.

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 proof.

Incidents off site

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

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

- 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

Incidents Online

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

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 behaviour.

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 procedure.

4 ADDITIONAL GUIDANCE ON SPECIFIC BEHAVIOUR ISSUES

Mobile phones

The usage of mobile phones and devices (such as earphones and smart watches) at Beauchamps is not allowed for students in Year 7-11 (exceptions to this will be considered on a case-by-case basis where safeguarding or medical reasons determine).

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. If a student is in breach of mobile phone rules on multiple occasions a phone ban may be issued.

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

Searching, Screening and Confiscation

Using searching, screening and confiscation may be required in order to ensure student and staff welfare is protected and helps schools establish an environment where everyone is safe.

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 conducted.

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

Physical intervention

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 DfE and Local Authority documentation.

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.

Further Guidance

[Education and Inspection Act 2006 \(part 7\)](#)

[Behaviour in schools: Advice for headteachers and school staff, DfE - February 2024](#)

[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 August 2024](#)

[Searching, screening and confiscation: Advice for headteachers, school staff and governing bodies' \(DfE July 2022\)](#)

[Department of Education's "Advice on the Use of Reasonable Force for school leaders, staff and governing bodies" – July 2013](#)

[Essex County Council's "Understanding and supporting behaviour – safe practice for schools and educational settings including the use of restrictive, non-restrictive physical intervention, use of reasonable force – autumn 2022](#)

[Keeping Children Safe in Education, DfE – September 2024](#)

[A guide for parents on school behaviour and exclusions - May 2023](#)

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)

Appendix A



Beauchamps High School Behaviour Charter




The Beauchamps community is a family in which everyone aspires to achieve their best and beyond.

If you feel we have not met the standards of the charter, please contact the relevant line lead

Students and Parents	All Staff	Middle Leadership Team	Senior Leadership Team
<p>Students</p> <ul style="list-style-type: none"> 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 <p>Parents</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> We will consistently follow the Beauchamps behaviour policy and as such, are all accountable for behaviour in the school We will use the C1-6 system in line with the behaviours outlined in the policy document To support effective behaviour management we will: <ul style="list-style-type: none"> Record all C1 occurrences on the board Enter all C2 occurrences and above promptly, no later than the day of the incident Enter all C3 occurrences (Faculty Detention) ideally by 4pm on the same day of the incident and communicate consequence with home Enter all C4 occurrences (SLT Detention) ideally by 4pm on the same day of the incident and communicate consequence with home Notify the relevant YL/CL/FL/SLT for any suspected C5/6 incidents Diligently check registers for students who are on report, completing these during or within an hour of the lesson finishing To support the whole school approach to embedding Trauma Perceptive Practice Ensure all lessons are uploaded on TEAMS the morning of delivery (to support RTL and Learning Support) <p>Form Tutors</p> <ul style="list-style-type: none"> As Form Tutors we will ensure we challenge core standards by: <ul style="list-style-type: none"> Delivering the structured form time routines Checking uniform daily Checking equipment daily (at least a pen) Challenging attendance and punctuality Being a first step of intervention for students on report, including daily communication with home 	<p>Faculty and Curriculum Leads</p> <ul style="list-style-type: none"> We will consistently follow the Beauchamps behaviour policy and as such, are all accountable for behaviour in the school Challenging student behaviour will be supported by the relevant Curriculum and/or Faculty Lead. This support may involve; <ul style="list-style-type: none"> De-classing In class support Temporary removal for a fixed number of lessons Any C3s issued for behaviour should be communicated with the relevant Year Leader for their information C3s/CAs to be cleared by the relevant Curriculum Lead/ Faculty Lead ideally by 5pm on the same day Manage C3 detentions For suspected C5/6 incidents, this will be taken on by the Year Leader/SLT following <u>urgent notification</u> from class teacher/Faculty Leader <p>Year Leaders</p> <ul style="list-style-type: none"> We will consistently follow the Beauchamps behaviour policy and as such, are all accountable for behaviour in the school Play an active role in tutor time and Period 1 to ensure a positive start to the day We will prioritise learning at all times and not remove students for non-urgent matters We will monitor challenging student behaviour with the use of the school reporting system and make daily communication with home We will support staff by: <ul style="list-style-type: none"> Responding to call outs will be our first priority. If a Year Leader is unavailable the extended Year Leader Team will be called upon (other YLs, SLT) Year Leaders will feedback to the relevant members of staff as soon as the incident has been resolved, ideally same day Year Leaders will collect students at the end of Period 5 for SLT detentions and work with the relevant member of SLT to manage the C4 consequence Incidents where it is likely a C5/6 consequence will be given, decisions will be fed back to all parties at the earliest opportunity, ideally same day Weekly Pastoral Bulletin to be issued to all staff We will be the first port of call for all parental complaints, liaising with all relevant staff and aiming to respond to parents within 24 hours with feedback to staff to follow To support the whole school approach to embedding Trauma Perceptive Practice 	<ul style="list-style-type: none"> We will consistently follow the Beauchamps behaviour policy and as such, are all accountable for behaviour in the school We will use the C1-6 system in line with the behaviours outlined in the policy document We will support staff with challenging parents/carers We will conduct Learning Walks as a way of proactively monitoring and tackling challenging behaviour in the school We will support Year Leads in the running and supervision of SLT and Saturday detentions We will continue to commission external agencies to support all staff with students that have challenging behaviours To support the whole school approach to behaviour on its journey to embedding Trauma Perceptive Practice by disseminating training to all staff Behaviour will continue to be monitored and reviewed weekly based on information presented through <u>Q&A</u>. This will help inform of 'Live' hotspots based on information entered onto <u>Q&A</u> A2L will continue to be monitored at regular intervals and information shared with staff for relevant consequences Weekly ECM meetings to discuss action plans for students with most challenging behaviours Responsible for the issuing of Regulation Cards and the communication for the rationale (SENDCO) <p>RSLs</p> <ul style="list-style-type: none"> Year Leaders will be supported by their RSL in all day to day operational matters including: <ul style="list-style-type: none"> All C5/6 investigations First point of contact where SLT support is needed Support Year Leaders with Level 1 RFS To Lead Level 2 and above RFS Year Leaders will be individually supported by the relevant RSL on matters including: <ul style="list-style-type: none"> To support the YL in weekly assemblies To support YL in ongoing complex family issues To support the Year Leader with parental complaints YL and RSL will meet weekly to review data for uniform and punctuality and allocate, as well as discussing matters of a pastoral nature that arise during the week
	As a staff, all communication with parents/carers	should be collaborative and co-ordinated to provide a	consistent and supportive approach for all staff

Appendix B

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 <i>Minimum</i>	 <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	-Disruptive behaviour (shouting out, talking when asked not to etc) -Lack of effort -Lack of equipment -Not listening to instructions -Eating/chewing	-Verbal warning -Name on board	
C2	-Failure to meet expectations for a second time -Chewing gum	-Recorded on iDB	
C3	-Failure to meet expectations for a third time -Persistent lack of equipment/kit/homework -Rudeness to staff -Persistent lateness -More than 5 minutes late -Inappropriate uniform	-Recorded on iDB -Faculty Detention - Home informed by class teacher/CL/FL -LOFT	
C4	-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 inc. phones/computers/headphones -Persistent refusal to follow instructions -Swearing	-Recorded on iDB -Phone call home -SLT detention -LOFT	
C5	-Failure to complete C4 -Inappropriate comments to protected characteristics (e.g. homophobic/racist comments) -Intimidating/threatening behaviour -Child on Child abuse -Persistent disruptive behaviour	-Phone call home -Ready to Learn -Isolated with Year Leader/SLT - Suspension	
C6	-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	-Ready to Learn -Saturday Detention -Permanent Exclusion - Suspension	