



# BEAUCHAMPS HIGH SCHOOL

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



## Behaviour Policy School Policy/Procedure No: 08

*Last Reviewed: September 2019*

*Last Amended: September 2019*

*Next Review: September 2020*

**The Behaviour Policy complies with Section 9 of the Education and Inspection Act 2006.**

**This policy is applied based on the information in ‘Behaviour and Discipline in Schools – Advice for Headteachers and School Staff’ (DfE January 2016) and also in ‘Keeping Children Safe in Education’ (DfE – September 2019).**

### 1. PRINCIPLES

#### 1.1 The Governing Body expects:

- all staff to be treated respectfully by students, parents, other staff and other members of the local community
- all students to be treated respectfully and have a basic entitlement to receive their education free from disruption, discrimination or abuse
- positive behaviour to be recognised and praised

#### 1.2 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 safe and positive learning and teaching environment for students and staff. Therefore, breaches of any part of the basic entitlement may lead to students being permanently excluded.

#### 1.3 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 and carers to develop a shared approach to involve them in the implementation of the school’s policy and associated procedures

#### 1.4 Staff, including teachers, support staff and volunteers will be responsible for ensuring that the policy and procedures are followed and fairly applied. All have a responsibility for

creating a high quality learning environment; together with teaching acceptable behaviour and implementing the agreed policy and procedures consistently.

- 1.5 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, disability or sexuality. They will also ensure that the concerns of students, staff, parents and members of the local community are listened to and appropriately addressed.
- 1.6 Parents and carers play a vital role in fostering good behaviour and will be expected to take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.
- 1.7 Parents are expected to sign the home-school agreement and promote school policies with respect to:
  - uniform
  - attendance and punctuality
  - behaviour
  - homework
  - detentions
  - holiday requests
  - mobile phones
- 1.8 Students will be expected to take responsibility for their own behaviour. Students also have a responsibility to ensure that incidents of disruption, violence, bullying are reported. Students will be expected to follow the Code of Conduct. (see 3.1)
- 1.9 The school will communicate the behaviour policy through assemblies, school prospectus, home-school agreement, student notice boards, newsletters, website and wherever relevant within the curriculum.

## **2. ETHOS**

- 2.1 Beauchamps High School's ethos of encouragement is central to the promotion of good behaviour. 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. These attributes are clearly defined and articulated. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups.
- 2.2 There will be an ethos of encouragement at Beauchamps High School, which aims to promote equal opportunities and the cultural, physical, moral and spiritual development of our students to enable them to become active participants in society and responsible contributors to it.
- 2.3 There will be an ethos of encouragement for:
  - academic success
  - sports success
  - personal achievements
  - social performances
  - attendance
  - punctuality
  - good behaviour
  - service to school

- service to the community
- positive attitudes
- high expectations
- other praiseworthy activities.

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 and commendation system of certificates, awards and blazer badges
- 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, web portal, press)
- praise boards
- celebration assemblies

2.4 The Governors expect the staff to have high expectations of students, promote positive behaviour management strategies and endorse the school vision, mission and values.

### **3. CODE OF CONDUCT**

3.1 The school will promote the following Code of Conduct agreed with the students:

- I will be polite, kind and respectful to all
- I will respect other people's property and the school buildings
- I will make the most of my lessons and school activities
- I will move around the school sensibly
- I will attend school regularly and punctually in full school uniform and with the correct equipment
- I will be helpful to visitors

3.2 Our family believes in mutual respect and courtesy

3.3 Students are expected to:

- work hard
- complete classwork and homework assignments
- behave sensibly and quietly in and around the school
- support each other and co-operate in learning
- be prepared for schoolwork by bringing all equipment and books needed for each lesson
- be in full school uniform which is correctly worn
- treat staff, students, visitors, the buildings and school property with respect
- maintain good attendance, be punctual and to know and carry out all safety procedures
- listen when teachers and others are speaking

### **4. CONSEQUENCES**

The Behaviour for Learning document in Appendix 1 gives a suggested set of consequences for a variety of behaviours. Staff must refer to this document when issuing a sanction for poor behaviour. This is not an exhaustive list, but indicates the types of unacceptable behaviour for which the sanction is appropriate. Each case will be considered individually taking all circumstances into account.

## **4.1 Permanent Exclusion**

4.1.1 The school will not tolerate unacceptable behaviour and the Headteacher will have the discretion to permanently exclude a student in the following circumstances:

- one off serious or persistent actual or threatened violence against a student or a member of staff
- one off serious or persistent sexual/racial harassment, abuse or assault
- drug related issues – please refer to our Drugs Policy
- possession of an offensive weapon (eg pen-knife)
- possession or use of fireworks
- persistent harassment of staff or students
- persistent and defiant misbehaviour causing serious disruption of lessons
- behaviour which puts at risk the health and safety of students or staff
- serious damage to school property
- one off serious or persistent intimidation of staff or students
- use of lighters or matches causing risk to health and safety of students, staff and school property

This is not an exhaustive list, but indicates the types of unacceptable behaviour for which permanent exclusion is appropriate. Each case will be considered individually taking all circumstances into account.

4.1.2 Parents are 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.

4.1.3 Unacceptable behaviour may result in criminal proceedings.

## **4.2 Fixed Term Exclusions and Internal Exclusions**

4.2.1 Fixed term exclusions and internal exclusions of between one and 45 days duration will be used for unacceptable behaviour such as:

- actual or threatened violence against a student or a member of staff
- 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 including the possession of a lighter or matches
- damage to school property or theft which may also lead to criminal proceedings

This is not an exhaustive list, but indicates the types of unacceptable behaviour for which fixed term exclusions and internal exclusions are set.

4.2.2 Parents are notified in writing of fixed term exclusions and their right of appeal.

4.2.3 Parents will be notified of internal exclusions. These are a possible alternative to fixed term exclusions.

- Students will work in the booths in the Ready to Learn room
- On occasions students may be required to attend the room at times other than normal school hours.

## **4.3 Isolation and use of Ready to Learn Room**

4.3.1 Isolation may be used as a sanction or when an incident is being investigated.

- 4.3.2 Isolation may take place in the Ready to Learn room or with other relevant members of staff.
- 4.3.3 Isolation may be for part of a lesson or up to a whole day
- 4.3.4 Students in isolation will always be provided with relevant work to complete and the appropriate support to complete the work.

#### **4.4 Detentions**

- 4.4.1 After-school detentions of up to 60 minutes duration are approved by the Department of Education and endorsed by the Governing Body.
- 4.4.2 Lunchtime and break time detentions are a consequence for some unacceptable behaviour.
- 4.4.3 Students detained for the whole of lunchtime will be accompanied to lunch by the appropriate member of staff.
- 4.4.4 Parents 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.
- 4.4.5 Detentions may be set for the reasons set out in Appendix 1 (Behaviour for Learning)

This is not an exhaustive list, but indicates the types of unacceptable behaviour for which detentions are set.

The parents of students receiving several detentions within a half term will be invited to school to discuss the matter with the relevant Year Leader and Associate Senior Leader.

- 4.4.6 For behaviours in the C4 – C6 categories students may be referred for an SLT detention. This will be on a Tuesday or Friday evening after school for 60 minutes or a Saturday morning for up to 3 hours. Staff will request an SLT detention in discussion with Subject Leaders and via the incident slip system.
- 4.4.7 **Uniform:** Students in incorrect uniform must be sent to their Year Leader team. Here, they may be offered appropriate uniform to change into. Students refusing to wear appropriate uniform will work in the Ready to Learn room or with their Year Leader until they change into appropriate uniform or may be sent home to change into appropriate uniform.

#### **5. SEARCH AND CONFISCATION (to be read in conjunction with 'Searching, screening and confiscation: Advice for headteachers, school staff and governing bodies' (DfE, January 2018))**

Where items go missing in lessons or students may be in possession of inappropriate items eg cigarettes, matches, lighters, misappropriated goods (eg, alcohol, knives and other weapons, drugs, pornography and fireworks) etc, they will be asked to empty their pockets and bags. In addition, the school staff can search for any item which they reasonably believe is going to be used to cause harm to others or break a law. For example, items such as phones or cameras which could be used in this way. If a student refuses to comply, parents are likely to be contacted. Whilst students are at school, teachers are in a position of 'loco parentis' and fulfil the role of a reasonable parent. In the

case of suspected drug involvement, please refer to the Drugs policy. In the case of locker issues, please refer to the letter of application.

## **6. PHYSICAL INTERVENTION TO CONTROL OR RESTRAIN IN INCIDENTS OF CHALLENGING BEHAVIOUR**

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".

'Reasonable force' is defined for these purposes as using no greater force than is warranted in the circumstances. Reasonable force can be used where a student is or may be about to:

- commit a criminal offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student)
- causing personal injury to themselves/others or damage to property
- prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise

Force will never be used as a punishment.

Where force has been used the school will:

- notify parents and follow the LA's guidance on reporting procedures
- record all aspects of the incident
- monitor and review procedures to minimise the need for physical intervention
- ensure appropriate support for staff and students involved

Please also refer to School Policy no 38 'The use of Force to Control and Restrain' and 'Use of reasonable force. Advice for headteachers, staff and governing bodies' (DfE, July 2013).

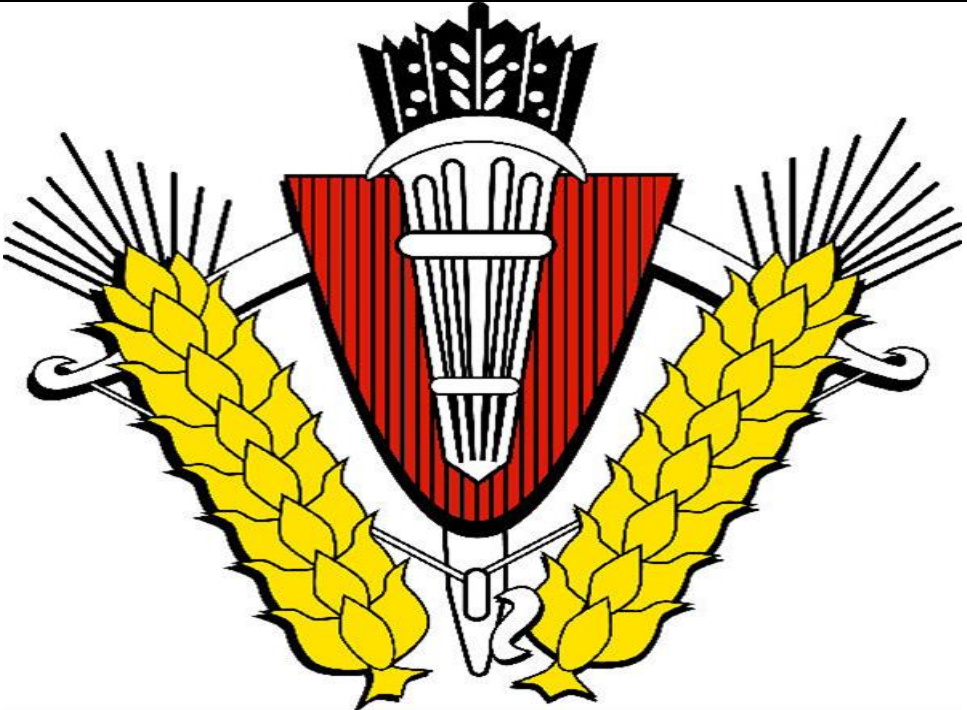
## **7. SUMMARY STATEMENT OF COMMON PRINCIPLES**

- 7.1 Good order and discipline are essential to the provision of high standards of education. Students cannot learn and teachers cannot teach in a disruptive environment.
- 7.2 Parents and carers have an essential role to play in assisting the school in maintaining high standards of behaviour. They have a duty to take responsibility for the behaviour of their child. Consistency between school and parent expectations of behaviour is essential.
- 7.3 Parents are expected to sign the Home-School agreement and to ensure their children abide by school policies.
- 7.4 Governors have responsibility to support the school in maintaining high standards of discipline.

- 7.5 Staff and students are entitled to work in an environment free from violence and disruption.
- 7.6 Students are entitled to a safe and orderly learning environment to assist them in achieving their academic potential.
- 7.7 All students are entitled to inclusion in the education service and to have their educational needs met. For a minority of students, inclusion in a mainstream school is inappropriate and access to specialist, alternative provision will be encouraged. This will be an alternative education provider, a managed move or a positive referral to the Children's Support Service.
- 7.8 Violence and aggressive behaviour, swearing, sexist and racist attitudes and remarks, and all forms of bullying, are unacceptable. Such behaviour will not be tolerated.
- 7.9 There are times when, despite every effort made by the school, it is necessary to implement either fixed term or permanent exclusions. The Headteacher is empowered to exercise professional judgement in the use of exclusion.

**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)

## Behaviour for learning

C1	<ul style="list-style-type: none"> <li>• Verbal warning recorded on board</li> </ul>	 <p style="text-align: center;">The Beauchamps community is a family in which everyone aspires to achieve their best and beyond.</p> <p>School Values:</p> <ul style="list-style-type: none"> <li>• All family members feel safe, valued and trusted</li> <li>• Our family believes in mutual respect and courtesy</li> <li>• All students are inspired by a curriculum delivered by outstanding teaching</li> </ul>
C2	<ul style="list-style-type: none"> <li>• Final verbal warning recorded on board</li> </ul>	
C3	<ul style="list-style-type: none"> <li>• 15 minute break/lunchtime detention</li> <li>• Subject detention</li> </ul>	
C4	<ul style="list-style-type: none"> <li>• 1 hour SLT detention</li> <li>• Removal from class within department</li> <li>• Parents phoned</li> <li>• Incident slip</li> </ul>	
C5	<ul style="list-style-type: none"> <li>• Removal from class/isolation</li> <li>• 1 hour SLT detention</li> <li>• Headteacher's detention</li> <li>• Removal to Ready to Learn Room</li> <li>• Parents phoned</li> <li>• Incident slip</li> </ul>	
C6	<ul style="list-style-type: none"> <li>• Ready to Learn Room</li> <li>• Saturday detention</li> <li>• Fixed term external exclusion</li> <li>• Permanent exclusion</li> </ul>	



<p><b>C1</b> Verbal Warning Name recorded on board</p>	<ul style="list-style-type: none"> <li>• Rudeness</li> <li>• Shouting out</li> <li>• Disobeying instructions</li> <li>• Inappropriate behaviour/comments (minor)</li> <li>• Lack of effort in class</li> <li>• Inappropriate uniform</li> <li>• Talking when asked not to</li> <li>• Lack of equipment eg. Pen</li> <li>• Mobile phone use between lessons (incident slip to Year Leader)</li> </ul>	<p><b>C4</b> SL Consulted Incident written Parents phoned SLT detention</p>	<ul style="list-style-type: none"> <li>• Persistent breach of C3 rules</li> <li>• Persistent inappropriate uniform</li> <li>• Deliberately offensive towards a fellow student</li> <li>• Off site without permission</li> <li>• Throwing items in classroom</li> <li>• Inappropriate use of phone</li> <li>• Bullying</li> <li>• Inappropriate language/actions</li> <li>• Dropping litter</li> <li>• In an Out of Bounds area</li> <li>• Out of lesson without permission slip</li> </ul>
<p><b>C2</b> Final Warning Cross next to name on board</p>	<ul style="list-style-type: none"> <li>• Failure to meet expectations of C1 rules for a second time</li> </ul>	<p><b>C5</b> Parents phoned SLT detention Headteacher's Detention HOY Isolation Ready to Learn Room</p>	<ul style="list-style-type: none"> <li>• Failure to complete a C4 detention</li> <li>• Racist/sexist comments</li> <li>• Absolute refusal</li> <li>• Intimidating/threatening behaviour</li> <li>• Swearing</li> </ul>
<p><b>C3</b> Parents informed by email or phone Cool off time outside class Class teacher/subject detention</p>	<ul style="list-style-type: none"> <li>• Failure to meet expectations of C1 rules for a third time</li> <li>• No homework</li> <li>• Persistent lack of equipment/kit/planner</li> </ul>	<p><b>C6</b> Ready to Learn Room Saturday detention Short term external exclusion Permanent exclusion</p>	<ul style="list-style-type: none"> <li>• Failed Ready to Learn Room</li> <li>• Fighting</li> <li>• Illegal drugs in school</li> <li>• Racial or sexual harassment</li> <li>• Serious assault</li> <li>• Persistent disruption of lessons</li> <li>• Persistent Bullying</li> <li>• Possession of a weapon (eg.pen knife)</li> <li>• Damage to school property</li> <li>• Arson/Fireworks in school</li> </ul>

1. Every incident must be taken on its own merit and promptly recorded onto incident slips

