



Beachborough School

Behaviour & Sanctions Policy

Updated: September 2022

Date of next Review: September 2023

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The Culture at Beachborough school –

- At Beachborough, discipline is firmly based around the principles of courtesy and respect for each individual and for the school. It focuses on the right that every pupil has to learn in an environment that is safe and conducive to learning and the right of every member of staff to be able to teach in such an environment. Fundamental to the success of each pupil at Beachborough is the fact that every member of our community has a clear responsibility to conduct themselves in a manner that allows effective teaching and learning to take place.
- Cooperation, support and respect are the foundations of our community, and we work hard to provide a safe school where pupils feel included in every aspect of school life and comfortable to voice their opinions.
- This policy outlines what we expect from all our pupils in terms of their behaviour and the sanctions that will be enforced if this policy is not adhered to.
- We work hard to ensure that discipline is consistent across the school so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately and without discrimination, taking into account Special Educational Needs (SEN) needs and disabilities as well as the additional challenges that some vulnerable pupils may face. Staff are trained to deal with behavioural strategies as part of their continual professional development and are well informed of the extent of their disciplinary authority.
- We work with parents to understand their children and their behaviour and believe that in conjunction with behaviour boundaries and sanctions, good support systems, praise and rewards for good behaviour are an important part of building an effective learning community. The school expects parents to support the school with all behaviours that are reported to them, good or bad. We encourage parents to communicate with the school if they have a concern about their child's behaviour and we will do as much as is possible to support parents as and when they need it. We promote good behaviour within the school curriculum and reminders of the school's expectations for behaviour are displayed weekly in the student bulletin
- Staff are a constant presence around the school, in-between classes, during breaks in the school day, and at lunch times, to ensure that pupils are using the school grounds respectfully and behaving appropriately.
- The school will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff, this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of pupils' social, emotional and behavioural skills.

Our Pupil Expectations are as follows:

At all times pupils are expected to -

- Arrive punctually
- Wear perfect uniform
- Bring equipment
- Listen attentively
- Follow all instructions
- Speak appropriately
- Produce excellent work
- Complete prep on time
- Move sensitively
- Respect our community

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STATEMENT OF PRACTICE

All pupils should learn to behave in a way that will maximise their potential for success. Every pupil has the right to be treated fairly and equally with the same due process in the classroom. Every teacher will build relationships with the pupils and do whatever it takes to motivate them to behave appropriately.

These expectations will always be delivered with warmth, empathy and support, sending the message that we truly care and believe the young person will be successful.

- To create the calm, purposeful atmosphere necessary for high achievement, staff will need to lead by example, setting themselves the highest professional standards. Pupils must learn self-discipline and respond to the pupil expectations highlighted. Good discipline is not achieved by overt aggression but rather by a firm, fair and consistent set of expectations, implemented using standardised routines and procedures used and enforced by all staff.
- Rewards and sanctions both play a part in developing a sense of responsibility amongst pupils, but their effectiveness is limited if they are applied indiscriminately.
- Most poor behaviour can be dealt with by simple reprimand; any criticism should be directed at the actions at fault rather than the individual responsible for them. Again, it is essential that there is a consistent response to situations of escalating difficulty.
- In the first instance staff should be responsible for behaviour in their own classroom and around school but can seek the help and support of other colleagues when they encounter difficulty.

PUPILS

- To ensure that each pupil follows the pupil expectations regarding their behaviour in school, in particular behaving in a manner in which they treat each individual and the school with respect.
- To ensure that each pupil tries their best in every lesson and behaves in a manner that allows every member of the class to learn free from disruption.
- To ensure that they do not involve themselves in any threatening behaviour towards other members of the school community.
- To ensure that they arrive at school dressed in the correct uniform and with the necessary equipment.
- To ensure that they arrive punctually to school and to lessons.

STAFF

- To treat pupils with dignity, building relationships rooted in mutual respect.
- To plan lessons that engage, challenge and meets the needs of all learners.
- To have high expectations of pupil attitude to learning, promoting positive behaviour of pupils by applying the expectations of the school regarding behaviour in a fair and consistent manner.
- To implement consistent practice across the school using agreed school routines and procedures.
- To reward pupils who work hard or show exceptional levels of effort using the published rewards system.
- To liaise with parents to discuss concerns regarding their child's progress.

PARENTS

- Ensure that pupils are appropriately dressed and equipped for the school day.
- Discuss with their children the expectations that the school has regarding behaviour to ensure that they understand what is expected from them.
- Support the school in applying rewards and sanctions.
- Inform the school of any special education needs or personal factors that may result in their child displaying unexpected behaviour.
- Be prepared to attend meetings at the school with staff to discuss their child's behaviour.
- Support their child by contacting staff if they have any issues regarding their child's progress.
- Understand that their child is part of a community and that whilst every effort will be made to accommodate the needs of a pupil, there are limitations to individual provision.

REWARDS

- At Beachborough we are interested in children's mindset and how we can create motivated learners who embrace a challenge, learn from setbacks and know that they can grow their intelligence.
- We aim to develop responsible young citizens who will go on to become valuable members of our multi-cultural society. At Beachborough, we pride ourselves on a highly effective rewards system that acknowledges and celebrates the achievements and successes of all pupils.
- Across the school, both inside and outside the classroom, staff consistently use a rewards system that provides pupils with opportunities to be recognised and praised for their academic achievements, progress, contributions to the school community and behaviour.
- We strongly believe that pupils should be regularly and fairly rewarded for their achievements, to not only celebrate academic success, but to also inspire and motivate young people to achieve their very best and develop wider cross curricular skills for life.

CREDITS

Pupils are recognised for displaying the intellectual characteristics we feel contribute towards learning.

	To Achieve Recognition The Children Will...
Challenge credit	Enjoy and seek out challenging and difficult work. Have a belief that they will learn and improve with effort. Be open-minded and flexible to change. Take an ambitious approach to school life.
Empathy credit	Show empathy and care in both a classroom and playground environment. Show respect.
Perseverance and Resilience credit	Be persistent and not give up when faced with things that are difficult. See that there is no failure, only feedback and that this feedback will help them to improve and grow their intelligence.
Originality credit	Be imaginative and come up with original ideas. They are adaptable and will think of alternative suggestions to problems.
Curiosity credit	Ask lots of questions and be keen to find out the answer to problems. Enjoy discovering and exploring new things.
Collaboration credit	Work well in a team or with a partner, sharing ideas and compromising where needed. They are supportive of others are a good listener.
Reflection credit	Make plans and follow them, thinking carefully about the next steps. Be organised, prepared and analytical. Able to apply their learning to different settings

CERTIFICATES OF ACHIEVEMENT AND REWARD STICKERS

Pupils are recognised with certificates and stickers in a range of areas, whether it be achievement in lessons, sports or contribution to school life.

THE HEADMASTERS COMMENDATION (“H”)

Pupils are recognised for outstanding work from the Headmaster.

Privilege Time works with the Boardman children, who can earn Golden Time both individually or as a larger group/class. Children may receive up to 30 minutes of Golden Time per week for their good behaviour. The children choose their activity from a variety of options and in advance of the allocated time, which allows children to get excited about the activity they have chosen.

Recognition of good behaviour

Boardman children may be invited to visit the Head of Boardman to share examples of exemplary behaviour and good work.

FORM VIII PRIVILEGES such as ‘making/eating toast’ at a break time works for the oldest children as a reward for consistent exemplary conduct and completion of duties. Form VIII also have use of the day room during breaks and lunch, which they understand can be removed if inappropriate behaviour occurs.

BADGES/TIES

Pupils will have the opportunity to earn or apply for school badges and ties as appropriate. These will be worn with pride and demonstrate that the pupil wearing each badge and tie is an ambassador for the school. *(If a pupil does not continue to demonstrate the required attributes the badge/tie will be removed).*

EFFORT GRADES

Pupils are recognised with effort grades for each lesson, grades based on effort serve to encourage hard work and participation in lesson, no matter the result.

Category	Effort demonstrated
1	Best effort
2	Above expected effort
3	Expected effort
4	Below expected effort
5	Lack of effort and distraction to others

PRIZE GIVINGS/SPEECH DAY

Pupils are awarded prizes termly and annually for outstanding effort and achievement, for success in subject areas and for contribution to the school community.

SEN SUPPORT

We recognise that if there is a child identified as being in need of additional support, the school should consider whether the behaviour under review gives cause to suspect that a child is suffering or is likely to suffer significant harm. Where this may be the case, staff should follow the Safeguarding and Child Protection Policy. Staff should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the appropriate course of action is to discuss the pupil in question with the class teacher/tutor and the Head of Learning Success, outlining the nature of the concern and giving examples of the behaviour being displayed. In line with the school’s Pathway of Provision, the child may then, in conjunction with parents, be placed on the appropriate ‘Wave’ allowing additional short-term support to be implemented. Following this, and if additional support is required, the school should consider whether multi-agency assessment is necessary or referral to specialist support provider, for example, an educational psychologist. (Reference SEND Policy)

SANCTIONS AND RESTORATION

At Beachborough we have high expectations and when a pupil is not meeting the required standard, we take appropriate action. Our ethos in this respect is one of restoration. We expect the pupil to reflect on their actions, with the support of staff, and to make plans to put things right. When a pupil repeatedly fails to meet our expectations, we ensure the appropriate support is put in place to enable the pupil to acquire the necessary skills and attributes to be a successful learner.

Any sanctions must be proportionate and in accordance with section 91 of the Education and Inspections Act 2006 and the Equality Act 2010. This says that; **penalties must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability and any religious requirements.** An Inclusion Group meets weekly consisting of the Deputy Headmaster – Designated Safeguarding Lead, Head of the Boardman, Head of Learning Success, Houseparent and the School Nurse, to ensure each pupil's needs and welfare are taken into consideration.

Outlined below are examples of unacceptable behaviour and the consequences which are available. These are not exhaustive lists and the consequences outlined below will be implemented following careful consideration of each case. Consequences will be applied fairly and exclusion used when no other alternatives are available. Staff are given guidance on the use of this framework and **corporal punishment is never used or threatened.**

STRATEGIES FOR DEALING WITH DIFFERENT CHALLENGING BEHAVIOUR IN EYFS AND KS1

- Discussing the incident with the child – not asking what happened
- Ask what they could have done instead – adults to model/role-play appropriate play, dialogue and actions
- When incidents are reoccurring, keep a log of events to establish what triggers behaviour
- Try and intervene when patterns of inappropriate behaviour are going to occur
- Talk to parents and work in partnership with them – often consistency is key
- Discuss consequences to empower children to make the correct choice when it comes to their behaviour in school

Encouraging Positive Behaviour

In our Early years setting at Beachborough we:

- Use praise specifically related to the children's actions or behaviours
- Refocus the child's attention on another activity and then praise immediately
- Focus on activities and routines that encourage sharing, negotiation and cooperation
- Encourage responsibility in caring for others, animals and the environment (helping with tidying/watering plants/setting out activities/handing out drinks, snacks and equipment)
- Encourage positive behaviour through play and learning activities (circle time/stories/role-play/puppets)
- Model appropriate behaviours in different contexts and set good examples
- Consult with the children to draw up rules for behaviour within our setting
- Demonstrate that the child is still valued even if his/her behaviour is unacceptable
- Discuss with children what is acceptable behaviour in all areas of learning and experiences
- Encourage the children to express openly their feelings/likes and dislikes
- Help the children to understand the consequences and effects of their behaviour on others
- Support the children to resolve conflicts with other children

Remember: Praise, Encourage and Be Positive. When strategies are implemented, we are fair and consistent.

MINOR INCIDENTS

These incidents are dealt with by teaching staff and include low level disruption, for example:

- not following instructions
- not speaking appropriately
- incomplete class/prep work
- lack of equipment
- inability to play appropriately during break/lunch

Consequences could include:

- verbal reminder
- moving seat or moved to the back of the line in the dining room
- cooling off period outside the classroom (maximum 5 minutes)
- loss of free time (up to 15 minutes at break/lunch)
- discussion with Form tutor

PERSISTENT INCIDENTS, OR INCIDENTS OF MEDIUM SEVERITY

These incidents must be recorded in the form of a debit point on iSAMS with an accompanying explanation and passed to Subject Leader and/or Year Group Lead. **Staff should explain to student that an intervention is being recorded.**

Behaviour in this category includes:

- persistency of minor incidents as above
- rudeness or being disrespectful to staff
- verbally offensive behaviour to another student
- being continually off-task
- disruptive/unkind behaviour during break/lunchtime

Consequences could include:

- restorative meeting with student
- removal of responsibility badge and/or prefect tie
- contact with parents by telephone, email or letter
- loss of free time (up to 30 minutes at break/lunch)
- public service issued
- placement on Departmental Report
- discussion with Form Tutor
- referral to Year Group Lead
- action plan drawn up

SERIOUS INCIDENTS

Serious incidents are dealt with by the Leadership team and include:

- truancy from lessons
- extreme rudeness to staff such as swearing
- offensive behaviour (including online)
- willful act of physical contact (including child on child abuse and fighting)
- refusal to comply with other consequences
- theft and vandalism
- bullying (including cyberbullying)
- refusal to follow the schools' expectations

SLT consequences could include:

- meeting parents/guardians
- placement on Daily Report
- removal from all non-lesson time
- internal exclusion
- fixed-term exclusion
- permanent exclusion

The school will always investigate and explore each incident and surrounding circumstances before a decision is taken to exclude a child. The school recognises that although it is important to maintain a consistent and fair approach, it is also recognised that there needs to be flexibility built into the system to reflect individual circumstances. A decision to exclude a pupil for a fixed period should be taken, on a balance of probabilities, only in response to breaches of the school's behaviour policy, including persistent disruptive behaviour, where these are not serious to warrant permanent exclusion and lesser sanctions, are considered inappropriate.

PERMANENT EXCLUSION

If all these strategies fail, then the school may consider a permanent exclusion: 'A decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort'.

There may also be exceptional circumstances, where in the Headmaster's judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- serious actual or threatened violence against another pupil or a member of staff
- sexual abuse or assault
- carrying and/or supplying an illegal drug
- carrying an offensive weapon.

SYSTEMS FOR RECORDING ON ISAMS

All incidents of medium and serious severity are to be recorded on iSAMS within 24 hours of taking place.

Serious disciplinary offences (fixed-term/permanent exclusion) are kept on record in the Serious Disciplinary Offence file which is entered by the Headmaster and kept in his office.

- **Student Profiling** – notes & comments – record interventions, pupil & parental correspondence, future schools and scholarships
- **Reward & Conduct Manager** – create a behaviour debit
- **Student Manager** – Discipline record – discipline tab – record any behaviour matters addressed

PHYSICAL RESTRAINT

We recognise that there may be occasions when it is appropriate, or necessary, to control or restrict a pupil.

Members of staff, including those in the EYFS, may use reasonable force to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. The decision on whether to intervene physically or not is down to the professional judgement of the member of staff. If force is used, it should be the minimum required for the incident and could include passive physical contact such as standing between pupils or blocking their path; leading a pupil by the hand or arm; ushering a pupil away by placing a hand on the centre of the back. Staff should always avoid touching or restraining a child in a way that could be interpreted as sexually inappropriate conduct. All incidents where force is used should be advised as soon as possible to Simon Preece (Deputy Headmaster) by the member of staff involved and any other witnesses. Where appropriate they will be asked to make a written report and the parents will be contacted the same day or as soon as reasonably practicable to inform them of the situation. (Reference Safeguarding Policy)

SEARCHING PUPILS AND THEIR POSSESSIONS (NMS 15.1/ in accordance with section 550ZA of the Education Act 1996)

Beachborough children keep personal possessions in their changing room lockers or on their pegs. On the occasion when a pupil or their possessions needs to be searched the protocol to follow will be one of these three actions. If there is doubt, the headmaster should be consulted:

If possible, always try and manage a search with another member of staff present, preferably the DSL/DDSL or SLT

1. In the event of a minor day to day event such as a missing book or a missing prep, teachers may ask a child to empty their pockets or they may enter into a pupil's locker/bag to bring a swift end to what may be an upsetting scenario. The latter may be done without the pupil's permission.
2. In the event of an investigation into accusations of theft, a teacher will ask a pupil to show them the items in their pockets, locker or bag. If the pupil refuses, their parents will be invited into school to discuss the matter.
3. In the event of a serious disciplinary matter that requires a search of a pupil or their possessions, the permission of their parents will be required and two members of SLT will conduct the search and at least one will be of the same gender as the pupil.

In the event of an offensive weapon, drugs or alcohol being found safeguarding guidance will be followed, including consultation with ESAS if necessary, then parents and the police.

Many children board at Beachborough and some personal items are kept in the boarding house. Any search that is more serious than household work in the dormitories would be with the pupil's permission or in consultation between the houseparents and parents.

This policy applies across the whole school including Boarding and EYFS and will be reviewed and updated regularly. *Linked Policies and read in conjunction with: Safeguarding, Anti-bullying, Equal Opportunities, Online (E-safety), SEND, Boarding, Staff Code of Conduct*