



Beachborough School

Behaviour, Discipline and Sanctions Policy

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School Ethos and Core Values

Positive behaviour is essential for a happy and productive school environment in which every child can flourish. Beachborough School seeks to educate children to understand the importance and value of good conduct. Our code of behaviour, 'Our Behaviour Expectations', is built around the core value of respect and kindness. Respect and kindness for others (pupils and staff alike) and respect for the school rules.

We focus 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.

Our Behaviour Expectations provide pupils with clear guidance on the requirements and expectations of their behaviour at school. This charter was contributed to equally, and agreed by, staff and pupils together. All pupils are made aware of this guidance, which is displayed in classrooms, form rooms and in communal areas.

We pride ourselves on the positive relationships that exist between staff and pupils along with the strength of our partnership with parents. We believe that high standards of conduct are promoted more by encouragement and celebration of success than by the use of sanctions. When unacceptable or undesirable behaviour is corrected this will often be done through our agreed Behaviour Expectation sanctions, explaining how the individual has failed to meet our everyday expectations.

Our Behaviour Expectations:

In the Boardman (Nursery – FIV), these core expectations apply to all that we do:
• We value what others say by listening carefully. • We are caring by being kind to others. • We are thoughtful by taking care of our own and each other's belongings. • We are considerate by moving around school in a quiet and calm manner. • We are respectful by being polite and using good manners. • We are proud of our Boardman community by following our expectations.
In the Manor House (FV – FVIII), these core expectations apply to all that we do:
• I will do my best, whatever the challenge. • I will treat everyone with respect and courtesy. • I understand that I may have to make difficult choices because it is the right course of action. • I will respect the opinions of others without allowing negative conflict to arise. • I will be a valuable and respectful member of the community and look after the school environment.

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.

Further to this guidance, pupils are expected to behave in a manner that reflects the best interests of the whole community. This is achieved by doing the following:

- Attending school and lessons punctually.
- Adhering to the dress code (see handbook for uniform expectations).
- Being fair and considerate at all times.
- Demonstrating initiative.
- Accepting responsibility.
- Promoting tolerance between different faiths, beliefs and cultural traditions.

Aims

This policy is intended to support effective teaching, learning and personal development and to promote a culture within which positive and responsible behaviour is encouraged and celebrated and both individuals and the whole community can flourish. This happens in a variety of ways, including:

- The recognition, appreciation and celebration of pupils' achievements in all aspects of school life.
- A comprehensive, multi-layered and coordinated pastoral care system.
- A robust and wide-ranging program for Personal, Social, Health and Economic Education, to promote self-knowledge and enable pupils to make appropriate and informed decisions about their lifestyle and conduct.
- A strong emphasis on individuals' moral and spiritual development through the role of whole-school and key stage assemblies and church services.
- A fair and consistent system of sanctions which takes into account both the needs of individuals and the community as a whole.
- Clear policies and codes of conduct which promote responsible behaviour, both in general conduct (e.g., the Staff Code of Conduct and the Anti-Bullying Policy) and in specific areas (e.g., Acceptable Use of IT and Portable Electronic devices).

Staff Expectations

Staff have both a duty of care and a responsibility for promoting high standards of behaviour amongst the pupil body. This covers all formal activities such as lessons or co-curricular sessions, leisure time around school and any school-related activity away from the site and/or outside term, such as trips (either day or residential).

The first instinct should be to provide encouragement and to highlight and praise achievement, both absolute and relative to the previous performance and potential of the individual, rather than to identify deficiencies. Emphasis should be given to the regular measure of success rather than failure.

Beachborough pupils demonstrate progress and success in a wide variety of activities, and all should be recognised. In addition to providing praise informally, staff are encouraged to use the systems available within the school for commending effort and achievement.

Any sanctions employed must be applied fairly, consistently and in accordance with the school's policies and procedures. The more serious offences will be dealt with by Phase Leaders, Year Group Leads, Assistant Head and Head of Boardman, Deputy Head Pastoral and the Head, and staff are expected to communicate any significant disciplinary issues fully and promptly to them as required. A written record of any incidents should also be logged on to iSAMS. It is important that the class teacher implements their own classroom-based sanctions or reflection work to help support high levels of classroom expectations. If further support is required then the issue is passed onto Phase Leaders, Year Group Leads, Assistant Head and Head of Boardman, Deputy Head Pastoral and Deputy Head Curriculum.

All teaching staff have the right to issue rewards and sanctions whilst the child is in school or involved in a school trip. Non-teaching staff may use verbal praise or verbally reprimand a child; however, sanctions may only be issued after consultation with a member of teaching staff.

The Class Teacher, Form Teacher or Tutor must be involved in behaviour management at every stage so that they can monitor the child's behaviour. In the case of poor behaviour, it is important that disciplinary problems are not escalated just because they become of sudden concern. The class teacher, form teacher or tutor will be the key person supporting the child through any breach of discipline and he/she will monitor the child's behaviour in order to limit the risk of recurrence of the same offence.

Records of sanctions are entered on the discipline section of iSAMS. This allows us to pick up patterns that need wider intervention. Pupils whose behaviour is of particular concern will be discussed during Phase Meetings, Year Group Meetings and Staff Meetings. Teachers and Tutors are then expected to have follow-up conversations or communications with the child and their parents as necessary.

Staff are expected to set a positive example to pupils and to be effective role models in their professional and personal conduct when exercising a duty of care. Staff must always be mindful of the school's expectations regarding aspects of their own behaviour such as punctuality, dress, provision and/or consumption of alcohol, use of language (both verbal and written, including electronic), use of social networking sites, the dangers of favoritism or victimization, and respecting the confidentiality of information about pupils. They must be familiar with and adhere to all the school's policies in these areas, in particular the Staff Code of Conduct.

Staff must be mindful of the school's responsibilities under the Equality Act 2010. Where behavioral concerns involve a pupil with significant SEN, a disability as defined under the Act, or with significant and identified social, mental or emotional needs, the School will make reasonable adjustments to the procedures and sanctions listed here which it considers are appropriate in relation to that individual pupil's disability or needs. Teachers, Tutors, Phase Leaders, Assistant Head and Head of Boardman, and Deputy Head Pastoral and Deputy Head Curriculum work closely with the SEND department.

Beachborough School rejects the use of corporal punishment.

Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. All teachers who are effective discipline managers plan for discipline just as carefully as they prepare their lessons. This area cannot be left to chance as, without a disciplined environment, it is unlikely that effective learning will take place. It is possible to plan for most disruptions to lessons. Such planning will allow the teacher to deal with problems as unobtrusively as possible. Planning will focus on primary behaviour and will ensure that everyone's rights are maintained.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Display our Behaviour Expectations in classrooms and communal areas.
- Develop a positive relationship with pupils, which may include:
- Greeting pupils at the door at the start of lessons
- Establishing clear routines; welcoming the pupils, asking for planners to be out, having a quick starter
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement
- Using the verbal warning escalation process to deal with any disruptive behaviour
- Ensuring that the need of every child is considered.

Unacceptable Behaviour is:

- that which can damage/hurt (in any way) a person or their property.
- that which is offensive or inconsiderate.
- that which interferes with the rights of teachers to teach and children to learn.

Our Behaviour Expectations should be well known to all and reinforced consistently.

Contextual Safeguarding

Staff will always consider the context and motive of a pupil's misbehaviour and consider whether it raises any concerns for the welfare of the pupil. If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, they should follow the procedures set out in the School's Safeguarding and Child Protection Policy and discuss their concerns with the School's Designated Safeguarding Lead or Deputy Designated Safeguarding Leads, without delay.

The school will also consider whether any disruptive behaviour might be the result of unmet educational needs or any other needs and will discuss concerns with the pupil's parents accordingly.

Pupil Expectations

All pupils are expected to maintain the highest standards of conduct throughout their time at Beachborough School and in any written or electronic communication regarding the school. They should exercise common sense, decency and self-discipline, both in public and in private, and the school attaches a high importance to good manners, punctuality and taking pride in one's appearance, as well as qualities such as integrity and respect for the needs of others. Pupils are expected to respect the ethos of the school, to engage positively with the opportunities and experiences of school life, to co-operate fully with members of staff and to take responsibility for their own actions.

There is a robust Anti-Bullying Policy in place. Child on Child (formally Peer-to-Peer) issues are dealt with sensitively but firmly, with a strong emphasis on educating pupils, and the development of positive relationships is promoted throughout the school.

All pupils are expected to maintain high standards of conduct, especially in their dealings with each other, but there is a particular expectation on senior pupils and prefects to set a good example to their peers, model appropriate behaviour and promote the values of the school.

Members of the school are expected to uphold the values of decency and consideration for others in their conduct beyond the school site and outside term. The school reserves the right to consider under its disciplinary procedures any conduct which brings the school into disrepute or impacts adversely upon the community or the individuals within it. This includes, but is not limited to, any breaking of the law, involvement with drugs, possession of extremist or pornographic material, and offences on social media or the internet.

If any member of the school feels that they have been unfairly treated, it is hoped that they would feel able to raise this with an appropriate adult within school, such as the Class Teacher, Tutor, Phase Leader, Assistant Head of Boardman or Head of Boardman in the Boardman or in the Manor House their Tutor, Year Group Coordinator, Deputy Head Pastoral or the Head. A formal Complaints Procedure also exists, and this is available on the school website.

Parent Expectations

Parents are expected to work with and support the school on any matters of disciplinary concern regarding their child. The school, most often the Class Teacher or Tutor, will always seek to inform parents of any disciplinary concerns on the day in question and parents will be invited into school for further conversations if necessary.

The school sees itself in partnership with families and in the interests of providing a clear, consistent framework for behaviour, parents are expected to support the ethos and disciplinary practices of the school.

Parents should trust that the school will always act with fairness and proportionality towards pupils and with the best interest of pupils firmly in mind, whether individually or as part of the wider school community.

Parents should raise any concerns regarding their child's behaviour in a timely fashion to the appropriate member of staff. In the first instance this is likely to be their child's Class or Tutor, but matters can, where necessary, be escalated to Phase Leaders and Year Group Coordinators, Assistant Head of Boardman, Head of Boardman, Deputy Head Pastoral and Head. It is always hoped that difficulties can be resolved quickly and informally, in the interests of all parties. If this does not succeed, parents may have recourse to the school's formal Complaints Policy (available on the school website).

Rewards and Sanctions

Staff can utilise several specific rewards and sanctions in order to reinforce the school's values and expectations and to further educate and encourage pupils towards positive behaviour. All members of staff are responsible for responding to both good and bad behaviour in a timely and proportionate way in order to uphold the school's core values and expectations. There are a number of behaviour management tools available, and these must be utilised in a fair, consistent and proportionate manner.

Beachborough School firmly believes that rewards promote positive behaviour. The following rewards can be utilised:

- Staff are encouraged to give appropriate verbal praise.
- Celebration Assemblies
- Rewards and incentives appropriate to age, stage and personalised to individual need.
- Credits, whereby children are rewarded for the efforts linked to our Beachborough CREATE Characteristics.
- Weekly Attitudes to learning report and effort grade lunches
- Commendations
- Colours (Half and Full) are awarded for effort and commitment in Sport, the Arts, and Academic work.
- There is also a 'Head's Award' for outstanding contribution or achievement in one particular area.
- Positive behaviour gives leadership opportunities for Year 8 pupils. Positions of responsibility within the school are by application and interview with members of the Senior Leadership Team.
- Rewards and Prizes for good citizenship and responsibility effort and academic are awarded at termly Prize Giving Assemblies and our Speech Day in the Summer Term

Sanctions can be a necessary and helpful method of correcting poor behaviour and thereby educating children to better understand the school's core values and expectations and how to live well together in community. At all times staff should give due consideration to the individual circumstances of children (e.g. SEND issues, family circumstances, recent events in the child's life) so that reasonable adjustments are made and liaison with the pupil's Personal Tutor may be needed before deciding on the punishment. Discussion of pupils in staff meetings is encouraged so that consistency with individual children is maintained. With regard to children with diagnosed behavioural

difficulties it may be necessary when administering sanctions to liaise with the Learning Support Department, and parents and external agencies.

SEND 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)

Suspension and Expulsion

A pupil may only be temporarily excluded from School on the direct and personal action of the Head/Deputy Head and Head of School. A temporary exclusion (internal or external suspension) may arise if a pupil has seriously broken the school rules/repeatedly makes the same mistakes, or if allowing them to stay in school would seriously harm their education or welfare, or the education or welfare of other pupils.

Permanent exclusions can only be made by the Head. Reasons for exclusion may include (but are not limited to) a persistent disregard for school rules, or a one-off incident involving (but not limited to) theft, violence, bullying or cyberbullying, breaking the law, serious misconduct towards a member of the school community, or which brings the School into disrepute, on or off the school premises. They may also include persistent attitudes or behaviour which is inconsistent with the ethos of Beachborough School.

Parents may choose to appeal via the Governing Body to a panel of school Governors if they disagree with the Head's decision regarding a permanent exclusion. Please see the Suspension and Exclusion Policy.

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.

Physical Restraint

We recognise that there may be occasions when it is appropriate, or necessary, to control or restrict a pupil. Section 550A Education Act 1996 allows teachers, in school or on authorised out of school activities, to use reasonable force to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.

Restraint occurs when a member of staff uses physical force intentionally to restrict a child's movement against his or her will. It should rarely be used. However, if force is used, it should always be appropriate and proportionate – i.e. the minimum required for the incident. This 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 Sadie Lapper (Deputy Head Pastoral) 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 Head should be consulted:

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

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.

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.

Although by no means a definitive guide, the following table is referred to and used by staff when considering suitable sanctions. Depending on the nature and the severity of the behavior, a sanction will be issued at the appropriate level below:

STAGES OF BEHAVIOUR MANAGEMENT			
STAGE	ISSUE	POSSIBLE SANCTIONS DEPENDENT ON CIRCUMSTANCES and AGE OF PUPIL	ACTION BY ANY ONE OF ...
1	Minor infringement of school rules and Boardman and Manor House Expectations; e.g. not following instructions, lack of respect towards others, incorrect equipment for lessons, incorrect uniform and incomplete class/prep work.	- Verbal reprimand & Warning - Class Teacher/ or Tutor discussions - Log on ISAMS - Peg moved down on behaviour chart (PP1 to Form IV)	- Class Teacher - Tutor - Subject Teacher - Phase Leaders INFORMED - Year Group Lead - SLT
2	- Continual minor infringements of school rules of Boardman and Manor House expectations – Repeat of Stage 1 - Verbally offensive towards others - Behavior which impedes learning for themselves and others - Damage to property	- Log on ISAMS - Phase Leader or Year Group Leader informed - Parent/Guardian informed - Peg moved to reflection time on behaviour chart (PP1-IV) - Removal of responsibility badge and or prefect tie - Action plan drawn up - Debits given - Reflection time/restorative meeting with pupil	- Class Teacher - Tutor - Subject Teacher - Phase Leaders - Year Group Lead INFORMED - SLT

3	• Repeat of stage 2 • Theft and vandalism • Willful act of physical contact (including child-on-child abuse and fighting) • Bullying (inc. cyber and discriminatory) • Truancy from lessons • Refusal to comply with consequences • Offensive behaviour including online • Refusal to follow school expectations • Serious health and safety risk to others • Racist abuse • Sexual misconduct • Possession of drugs and alcohol	• Referral to SLT • Meeting with parents • Internal suspension • External suspension • Formal warning • Exclusion	• Phase Leaders • Year Group Lead • SLT INFORMED • Class or Form teacher • Tutor • Subject Teacher
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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.

Appendix 1 – Examples of poor behaviour and possible sanctions

<u>BAND 1</u>	<u>BAND 2</u>	<u>BAND 3</u>
Excessive ghab	Throwing food in the dining room	Bullying – Verbal, Physical or Cyberbullying
Scruffiness	Low level rudeness and disrespect to staff	Racism
Not following instructions	Disobedience	Truancy
Poor punctuality	Verbally abusive language	Extreme rudeness to staff or peers
Inappropriate play during break times	Disruptive behaviour during break times	Inappropriate behaviour online
Wrong footwear/clothing at break times	Unkind behaviour during break times	Theft
Not responding to bells when they are rung	Using other people's kit without permission	Vandalism
Excessive jewellery – FVIII only – Jewellery included can be: 1 pair of stud earrings only 1 discreet necklace and bracelet	Taking other people's equipment without permission	Refusal to follow the school's expectations
Keeping pegs and equipment tidy	Running in the corridor	
<u>Sanctions could include:</u>	<u>Sanctions could include:</u>	<u>Sanctions could include:</u>
Tutor informed	Debit	Debit
Persistency of Band 1 could lead to a Band 2 sanction (discretion of the member of staff)	Discussion with Year Group Coordinator	Detention
	Loss of up to 30 minutes break time	Loss of prefect tie
	Email sent to parents via iSAMS	Invite parents for a meeting
<u>Which staff will be informed:</u>	<u>Which staff will be informed:</u>	<u>Which staff will be informed:</u>
Tutor informed	Tutor	Tutor
House Parents (if a boarder)	Year Group Coordinator	Year Group Coordinator
	House Parents (if a boarder)	House Parents (if a boarder)
	Deputy Head Pastoral	Deputy Head Pastoral

**During the loss of break time/detention, the child will identify which 'code of conduct' they have broken and write some reflections as to why they have lost some break time and what they need to do to prevent it from happening in the futur*

