Beachborough School Behaviour, Discipline and Sanctions Policy

Updated: September 2026

Date of next Review: September2027

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Reviewed by: Mrs S Mitchell (Head)

School Ethos and Core Values

At Beachborough, behaviour is not just about rules - it is about relationships, character, and community. We believe that every child can flourish in an environment built on **respect, kindness and responsibility**. These values underpin our Behaviour Expectations and guide how we live and learn together.

The school recognises its responsibility to promote pupils' wellbeing, welfare, safety and personal development through a culture of kindness, inclusion, belonging and mutual respect.

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.

We focus on the right of every pupil to learn in a safe, supportive setting and the right of every member of staff to teach effectively. Our Behaviour Expectations are displayed in classrooms, form rooms and communal areas, and are reinforced through positive relationships and consistent guidance.

We believe that high standards of conduct are best promoted through encouragement, celebration and restorative support, rather than punitive measures. When behaviour falls short, we respond with empathy, clarity and a belief in the pupil's capacity to learn and grow.

Aims

This policy supports effective teaching, learning and personal development by promoting a culture where:

- Positive and responsible behaviour is encouraged and celebrated.
- Pupils develop self-awareness, empathy and resilience.
- Staff and pupils build strong, respectful relationships.
- The whole community flourishes through shared values and expectations.

We achieve this through:

- Recognition and celebration of achievements in all areas of school life.
- A multi-layered pastoral care system that supports every child.
- A robust PSHE programme that promotes informed decision-making and explores effective relationships.
- Assemblies and services that nurture moral and spiritual development.
- A fair and consistent system of restorative actions and consequences.
- Clear policies that promote responsible behaviour in all contexts.

Behaviour management arrangements are implemented in accordance with current Department for Education guidance, including Behaviour in Schools, Suspension and Permanent Exclusion guidance, Keeping Children Safe in Education and equality legislation.

Staff Expectations

At Beachborough, staff play a vital role in modelling and promoting high standards of behaviour. Every interaction is an opportunity to reinforce our core value of kindness, alongside developing respect and responsibility. Staff are expected to uphold these values in all contexts - whether in lessons, co-curricular activities, around the school site or during trips and residentials. The class teacher or tutor will be involved in behaviour management at every stage. This person will be the key person supporting the child through any breach of discipline and they will monitor the child's behaviour to limit the risk of recurrence of the same offence.

Staff should prioritise:

- Encouragement over correction, celebrating progress and effort.
- Restorative conversations that help pupils understand the impact of their actions.
- Consistency and fairness, ensuring all pupils feel safe and supported.
- Early intervention, addressing concerns before they escalate.
- Collaboration, working closely with Class Teachers, Tutors, Phase Leaders, Year Group Coordinators, Assistant Head of Boardman and Head of Boardman, and the Deputy Head Pastoral to support pupils effectively.

All behaviour concerns must be logged appropriately:

- Minor incidents: iSAMS 'Add Notes' – both in and out of lessons.
- Pastoral / Behavioural concerns / incidences / safeguarding: My Concern
- Stage 2 - Reflection: iSAMS – all year groups
- Stage 3 and Stage 4 - Debits: iSAMS (Form III - FVIII only)
- Internal Suspension: iSAMS – only awarded by Deputy Head (Pastoral), Head of Boardman or Head

Staff must also be mindful of the school's responsibilities under the Equality Act 2010. Reasonable adjustments must be made for pupils with SEND, disabilities or significant emotional needs. Staff should liaise with the SEND department to ensure that behaviour support is inclusive and tailored. When responding to behaviour concerns, staff will consider whether a pupil's behaviour may be linked to a disability, special educational need, communication difficulty, mental health need, trauma experience, medical condition or other protected characteristic. Reasonable adjustments will be considered before sanctions are applied and behaviour responses may be adapted where appropriate.
The school will not tolerate discrimination, harassment or victimisation related to any protected characteristic as defined by the Equality Act 2010.

All safeguarding incidences are recorded on My Concern.

Any behaviour concern that may indicate a safeguarding risk to a child, or concern regarding an adult's conduct, will be managed in line with the Safeguarding and Child Protection Policy, Staff

Code of Conduct and Low-Level Concerns procedures. Staff should recognise that professional conduct, modelling respectful behaviour and maintaining appropriate boundaries are essential elements of the school's behaviour culture and safeguarding responsibilities.

Allegations that a member of staff or volunteer may have harmed a child or behaved in a way that indicates they may pose a risk to children will be managed in accordance with the school's safeguarding procedures and statutory guidance.

Beachborough School rejects the use of corporal punishment.

Classroom Management

Effective classroom management is essential for creating a learning environment where pupils feel safe, respected and engaged. Teachers are expected to plan for behaviour as carefully as they plan for learning.

Key strategies include:

- Creating a stimulating and inclusive environment.
- Displaying Behaviour Expectations prominently.
- Building positive relationships through routines and consistency.
- Using non-verbal cues and positive reinforcement.
- Starting and ending each day with warmth and optimism.
- Having a clear plan for low-level disruption.
- Using the verbal warning escalation process with empathy and clarity.

Teachers should always consider the needs of every child, including those with SEND or emotional vulnerabilities. Behaviour that disrupts learning or harms others must be addressed, but always with the intention of helping the pupil grow and succeed.

Unacceptable behaviour includes:

- Actions that harm or damage others or their property.
- Behaviour that is offensive, inconsiderate or discriminatory.
- Disruption that interferes with the rights of others to learn or teach.

Our Behaviour Expectations should be consistently reinforced and delivered with warmth, empathy and belief in the pupil's potential.

Contextual Safeguarding

At Beachborough, we understand that behaviour is often a reflection of a child's wider context. Staff are expected to consider the **motive and circumstances** behind any misbehaviour and assess whether it may indicate a safeguarding concern.

If a pupil is suspected to be suffering or likely to suffer significant harm, staff must follow the procedures outlined in the **Safeguarding and Child Protection Policy** and report concerns immediately to the **Designated Safeguarding Lead (DSL)** or **Deputy DSLs**.

We also recognise that disruptive behaviour may be the result of **unmet educational, emotional, or social needs**. In such cases, staff will work collaboratively with parents, Class Teachers/Tutors and the SEND team to ensure appropriate support is in place.

Some behaviour incidents may constitute safeguarding concerns, including child-on-child abuse, sexual violence, sexual harassment, harmful sexual behaviour, online abuse, image-based abuse, bullying, discriminatory behaviour or exploitation. Such incidents will be treated primarily as safeguarding matters and referred immediately to the Designated Safeguarding Lead in accordance with the Safeguarding and Child Protection Policy. Behaviour sanctions may form part of the school's response but will not replace the safeguarding investigation, risk assessment, support and intervention required.

The school recognises that inappropriate online behaviour, misuse of technology, AI-generated content, online bullying and image-based abuse may present safeguarding concerns and will be managed in accordance with safeguarding and online safety procedures. Incidents involving online harm, misuse of technology, AI-generated imagery, sharing of nudes or semi-nudes, or online exploitation will be referred to the DSL and managed in accordance with safeguarding procedures.

Bullying, including cyberbullying and prejudice-based bullying, will be managed in accordance with the school's Anti-Bullying Policy and safeguarding procedures.

Pupil Expectations

Pupils at Beachborough are expected to uphold the highest standards of conduct, both in and out of school, and in all forms of communication. These expectations are not just rules - they are a reflection of our shared values and the kind of community we strive to be.

Pupils are expected to:

- Show **respect, kindness and courtesy** to all.
- Take **responsibility** for their actions and choices.

- Engage positively with school life and opportunities.
- Demonstrate integrity, even when faced with difficult choices.
- Be inclusive and tolerant, celebrating diversity.
- Take pride in their appearance and punctuality.
- Use digital platforms responsibly and respectfully.
- Pupils are expected to uphold school expectations when travelling to and from school, whilst representing the school, on trips and visits, during online activity and when behaviour outside school may have an impact upon the safety, wellbeing or reputation of members of the school community.

Senior pupils and prefects are expected to model exemplary behaviour, promote the school's values, and support younger pupils in making good choices.

If a pupil feels they have been unfairly treated, they are encouraged to speak to a trusted adult - such as their Class Teacher, Tutor, Phase Leader, Year Group Coordinator or a member of the Pastoral Team. A formal Complaints Procedure is also available on the school website.

Parent Expectations

We believe that behaviour is best supported through a strong partnership between school and home. Parents play a vital role in reinforcing the school's ethos and expectations.

Parents are expected to:

- Support the school's restorative and inclusive approach to behaviour.
- Trust that staff will act fairly and with the pupil's best interests in mind.
- Communicate concerns promptly and constructively.
- Attend meetings when requested and engage in collaborative problem-solving.

The Class Teacher or Tutor will usually be the first point of contact regarding behaviour concerns. Where necessary, matters may be escalated to Phase Leaders, Year Group Coordinators, or the Deputy Head Pastoral. We aim to resolve issues quickly and informally.

Rewards and Supportive Consequences

At Beachborough, we believe that positive behaviour is best promoted through encouragement, recognition and meaningful relationships. Our rewards system is designed to celebrate effort, kindness and personal growth.

Rewards may include:

- Verbal praise and specific positive feedback.
- Celebration Assemblies.
- Credits linked to our CREATE Skills.
- Caught Being Kind recognition and nominations.
- Commendations and Attitude to Learning lunches. Goldies (Boardman).
- Colours (Half and Full) for commitment in academics, sport and the arts.
- Head's Awards for outstanding contributions.
- Leadership opportunities for Form VII and Form VIII pupils.
- Prizes for citizenship, responsibility, and academic effort at termly Prize Giving and Speech Day.

Restorative Actions and Behaviour Management Framework

When behaviour falls short of expectations, we respond with restorative actions that help pupils reflect, repair and re-engage. Staff consider individual circumstances, including SEND, and apply consequences fairly and consistently.

For pupils with SEND, SEMH needs, disabilities or identified vulnerabilities, the school may make reasonable adjustments to behaviour management processes. Where appropriate, behaviour support plans, risk assessments or individual pastoral support plans may be implemented to help pupils succeed whilst maintaining the safety and wellbeing of the wider community. Where behaviour presents a risk to the pupil or others, an individual risk assessment may be completed and reviewed regularly with appropriate involvement from pastoral, safeguarding and SEND staff.

Behaviour expectations and consequences within EYFS will always be developmentally appropriate and take account of pupils' age, stage of development and individual needs. Behaviour management will focus on modelling, positive reinforcement, co-regulation, emotional development and age-appropriate support.

The following framework applies across all year groups. **Debits are only issued from Form III upwards.**

The table below is to be used as a guide, not all issues of poor behaviour can be included in this table, and teachers will use their professional judgement and knowledge of the child to implement the appropriate sanction.

Stages of Behaviour Management

Stage	Issue	Possible Sanction	Action by:
1	• Minor infringement of school rules e.g. lateness, wrong uniform, lack of equipment, not following instructions • Incorrect uniform	• Verbal warning • Short restorative conversation • Logged on iSAMS 'Add Notes'	• Class teacher • Subject Teacher • Tutor
2	• Repeat of stage 1 • Continual minor infringements of school rules • Impolite / lack of respect • Minor damage to property • Continual lateness to lessons • Unkind behaviour • Accidental overly physical play • Running in school • Pushing in the corridors	• Stage 2 reflection (15 minutes) (breaktime or lunchtime) • Logged on iSAMS – Stage 2 reflection • Parents informed via email/ phone call • In the moment restoration • Supervision at playtime • Letter of apology • Playtime restrictions • Removal of privilege • Carry out a useful task (which is not demeaning)	• Class teacher • Tutor • Phase Leaders / YGC

3	• Repeat of stage 2 • Behaviour that impedes learning for themselves and others • Offensiveness • Inappropriate use of language / swearing • Persistently poor effort in lessons • Missing lessons / continual lateness to lessons • Disobedience • Directed/ intended physical behaviour • Damage to property • Poor and disruptive behaviour in the dining hall	• Stage 3 Debit reflection (30 minutes) (lunchtime) • Debit awarded (FIII – FVIII) • Letter of apology • Removal of privilege • Parents informed • Carry out a useful task (which is not demeaning)	• Phase Leaders / YGC • Head of Boardman / AH of Boardman • Deputy Head Pastoral
4	• Continual disruption to lessons • Planned damage or vandalism • Abuse of IT facilities • Verbal abuse / aggressive to staff • Theft • Unacceptable physicality • Clear involvement as bystander in bullying / theft • Deliberate damage to school property • Bringing the school into disrepute • Physical assault • Bullying, including cyberbullying • Behaviour that constitutes child-on-child abuse • Sexual harassment • Sexual violence • Harmful sexual behaviour • Racist behaviour • Religious discrimination • Homophobic behaviour	• Stage 4 Debit reflection (45 minutes) • Debit awarded (FIII – FVIII) • Parents informed / meeting with parents • Behaviour report • Internal suspension (0.5 – 3 days)	• Phase Leaders / YGCs • Head of Boardman / AH of Boardman • Deputy Head Pastoral

	• Biphobic behaviour • Transphobic behaviour • Misogynistic behaviour • Discriminatory behaviour towards protected characteristics		
5	• Repeat of stage 4 • Physical assault to staff • Use of internet to publish photo / video images to undermine teachers • Possession of drugs or alcohol	• Internal suspension (2 – 3 days) • Meeting with parents • Formal warning • Suspension • Permanent exclusion	• Deputy Head Pastoral • Head of Boardman • Head

All restorative sessions include a reflection activity where pupils identify which expectation was not met and how they can improve. Reflection sessions are planned in an age-appropriate manner reflecting the age of the pupil(s).

Internal Suspension, Suspension and Permanent Exclusion

At Beachborough, we are committed to supporting every pupil to thrive within our community. However, in rare and serious circumstances, it may be necessary to temporarily or permanently remove a pupil from school to protect the wellbeing and learning of others.

Internal or external suspension (temporary) may be considered by the Head, Head of Boardman and Deputy Head (Pastoral) when a pupil has:

- Seriously breached the school's Behaviour Expectations.
- Repeatedly made choices that disrupt learning or safety.
- Created a situation where their continued presence would significantly impact their own welfare or that of others.

Permanent exclusion is a last resort and can only be authorised by the Head. It may be considered in response to:

- Persistent disregard for school rules and values.

- A serious one-off incident (e.g. theft, violence, bullying, cyberbullying, or misconduct that brings the school into disrepute).
- Behaviour or attitudes that are fundamentally incompatible with the ethos of Beachborough School.

We recognise that exclusion is a significant step and will always consider the individual circumstances of the pupil, including any SEND, safeguarding concerns or contextual factors. The school will ensure that decisions relating to suspension or permanent exclusion are lawful, reasonable, proportionate and non-discriminatory, taking account of any disability, SEND, safeguarding concerns or protected characteristics. Decisions are made on the balance of probabilities, and only when other supportive interventions have been exhausted or are deemed inappropriate.

Following any suspension, the school will hold an appropriate reintegration meeting with the pupil and parents. The purpose of the meeting is to support a successful return to school, identify any additional support required and reduce the risk of further incidents. Where appropriate, the reintegration process will include behaviour support planning, safeguarding review, pastoral support, SEND input and reasonable adjustments to support a successful return. While consistency and fairness are essential, we also value flexibility and compassion. Our aim is always to act in the best interests of the pupil and the wider school community, ensuring that any decision reflects our commitment to restorative practice and inclusive education.

Parents have the right to appeal a permanent exclusion through the Governing Body.

Physical Restraint

At Beachborough, we prioritise de-escalation, empathy and proactive support in all behaviour management. However, in exceptional circumstances, it may be necessary to use **reasonable physical intervention** to prevent harm.

In accordance with current legislation and Department for Education guidance regarding the use of reasonable force and restrictive interventions in schools, staff may use reasonable force to:

- Prevent a pupil from hurting themselves or others.
- Protect property from damage.
- Prevent serious disruption or disorder.

The school will always seek to use de-escalation, diversion, restorative approaches and other preventative strategies before considering restrictive intervention wherever this is safe and practicable.
Special consideration will be given where a pupil has SEND, SEMH needs, autism, ADHD, trauma-related needs or a disability. Individual risk assessments and support plans may be used where appropriate.

Physical restraint should always be:

- Proportionate and appropriate to the situation.
- The minimum necessary to ensure safety.
- Used only when other strategies have been exhausted or are not viable.

Examples include passive contact (e.g. standing between pupils), guiding a pupil by the arm, or ushering them away with a hand on the back. Staff must avoid any contact that could be misinterpreted or deemed inappropriate.

All incidents involving physical restraint must be reported immediately to the Deputy Head Pastoral and recorded on the Physical Restraint Log. A written account will be requested, and parents will be informed on the same day or as soon as reasonably possible. Records will include the antecedents, the intervention used, the outcome, any injuries sustained and any follow-up actions required.
These procedures are aligned with the Safeguarding and Child Protection Policy. Following a significant incident, appropriate support and debrief opportunities will be offered to the pupil, staff involved and, where necessary, other pupils affected by the incident. The school will review incidents to identify any lessons learned and preventative measures required.

Searching Pupils and Their Possessions

We aim to maintain a respectful and trusting environment. However, there may be occasions when it is necessary to search a pupil or their belongings to ensure safety and uphold school expectations.

In line with statutory government guidance:

- Minor incidents (e.g. missing prep or book): Staff may request that pupils voluntarily empty pockets, open bags, lockers or other belongings where there is a reasonable concern. Any search conducted by staff will be undertaken in accordance with current

Department for Education guidance, with due regard for dignity, privacy, safeguarding and proportionality.

- Suspected theft or misconduct: A pupil may be asked to show the contents of their pockets, locker, or bag. If they refuse, parents will be invited to school to discuss the matter.
- Serious disciplinary matters: Any search beyond a voluntary search will be carried out in accordance with statutory guidance and by appropriately authorised staff. Wherever possible, another member of staff will be present, and considerations of age, gender, safeguarding and dignity will be taken into account.
- Discovery of offensive items (e.g. weapons, drugs, alcohol): Safeguarding procedures will be followed, including consultation with external agencies and notification of parents and, if necessary, the police.

For boarders, searches will be conducted in accordance with boarding standards, safeguarding requirements and current statutory guidance. The welfare, privacy and dignity of pupils will be respected at all times.
Prohibited items include knives and offensive weapons, alcohol, illegal drugs, stolen items, tobacco and vaping products, fireworks, pornographic images and any article that has been used or is likely to be used to cause injury, commit an offence or damage property.
All searches will be conducted with dignity, discretion and care, ensuring the pupil's rights and wellbeing are respected.

Searches will only be undertaken where there are reasonable grounds to do so and staff will maintain an appropriate written record where required by statutory guidance or safeguarding procedures.

Monitoring and Evaluation

Behaviour, safeguarding, suspension, exclusion, bullying and physical intervention records will be monitored regularly by senior leaders. This monitoring will identify patterns, trends, vulnerable groups and emerging risks, enabling early intervention and continuous improvement of pastoral support.

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 and Child

Protection, Anti-bullying, Equal Opportunities, Online Safety, SEND, Boarding and Staff Code of Conduct.