



# Beachborough School Behaviour, Discipline and Sanctions Policy

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**Policy Lead:** Ms SJ Lapper (Deputy Head Pastoral - DSL)

**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.

Our Behaviour Expectations:

In the Boardman (Nursery – FIV), <b>these core expectations</b> apply to all that we do:
<ul style="list-style-type: none"><li>• We value what others say by listening carefully.</li><li>• We are caring by being kind to others.</li><li>• We are thoughtful by taking care of our own and each other's belongings.</li><li>• We are considerate by moving around school in a quiet and calm manner.</li><li>• We are respectful by being polite and using good manners.</li><li>• We are proud of our Boardman community by following our expectations.</li></ul>
In the Manor House (FV – FVIII), <b>these core expectations</b> apply to all that we do:
<ul style="list-style-type: none"><li>• I will do my best, whatever the challenge.</li><li>• I will treat everyone with respect and courtesy.</li><li>• I understand that I may have to make difficult choices because it is the right course of action.</li><li>• I will respect the opinions of others without allowing negative conflict to arise.</li><li>• I will be a valuable and respectful member of the community and look after the school environment.</li></ul>

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.

## 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 residential. 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:** MyConcern
- **Stage 2 - Reflection:** iSAMS – all year groups
- **Stage 3 and Stage 4 - Debits:** iSAMS (Form III - FVIII only)
- **Internal Exclusion:** 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.

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.

### 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.

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 Year 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.

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	<ul style="list-style-type: none"><li>• Minor infringement of school rules e.g. lateness, wrong uniform, lack of equipment, not following instructions</li><li>• Incorrect uniform</li></ul>	<ul style="list-style-type: none"><li>• Verbal warning</li><li>• Short restorative conversation</li><li>• Logged on iSAMS 'Add Notes'</li></ul>	<ul style="list-style-type: none"><li>• Class teacher</li><li>• Subject Teacher</li><li>• Tutor</li></ul>

2	<ul style="list-style-type: none"> <li>• Repeat of stage 1</li> <li>• Continual minor infringements of school rules</li> <li>• Impolite / lack of respect</li> <li>• Minor damage to property</li> <li>• Continual lateness to lessons</li> <li>• Unkind behaviour</li> <li>• Accidental overly physical play</li> <li>• Running in school</li> <li>• Pushing in the corridors</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 2 reflection (15 minutes) (breaktime or lunchtime)</li> <li>• Logged on iSAMS – Stage 2 reflection</li> <li>• Parents informed via email/ phone call</li> <li>• In the moment restoration</li> <li>• Supervision at playtime</li> <li>• Letter of apology</li> <li>• Playtime restrictions</li> <li>• Removal of privilege</li> <li>• Carry out a useful task (which is not demeaning)</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher</li> <li>• Tutor</li> <li>• Phase Leaders / YGC</li> </ul>
3	<ul style="list-style-type: none"> <li>• Repeat of stage 2</li> <li>• Behaviour that impedes learning for themselves and others</li> <li>• Offensiveness</li> <li>• Inappropriate use of language / swearing</li> <li>• Persistently poor effort in lessons</li> <li>• Missing lessons / continual lateness to lessons</li> <li>• Disobedience</li> <li>• Directed/ intended physical behaviour</li> <li>• Damage to property</li> <li>• Poor and disruptive behaviour in the dining hall</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 3 Debit reflection (30 minutes) (lunchtime)</li> <li>• Debit awarded (FIII – FVIII)</li> <li>• Letter of apology</li> <li>• Removal of privilege</li> <li>• Parents informed</li> <li>• Carry out a useful task (which is not demeaning)</li> </ul>	<ul style="list-style-type: none"> <li>• Phase Leaders / YGC</li> <li>• Head of Boardman / AH of Boardman</li> <li>• Deputy Head Pastoral</li> </ul>

4	<ul style="list-style-type: none"> <li>• Continual disruption to lessons</li> <li>• Planned damage or vandalism</li> <li>• Abuse of IT facilities</li> <li>• Verbal abuse / aggressive to staff</li> <li>• Theft</li> <li>• Unacceptable physicality</li> <li>• Bullying – all forms</li> <li>• Clear involvement as bystander in bullying / theft</li> <li>• Deliberate damage to school property</li> <li>• Bringing the school into disrepute</li> <li>• Racist abuse</li> <li>• Sexual misconduct</li> <li>• Physical assault</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 4 Debit reflection (45 minutes) – after school</li> <li>• Debit awarded (FIII – FVIII)</li> <li>• Parents informed / meeting with parents</li> <li>• Behaviour report</li> <li>• Internal exclusion (0.5 – 3 day)</li> </ul>	<ul style="list-style-type: none"> <li>• Phase Leaders / YGCs</li> <li>• Head of Boardman / AH of Boardman</li> <li>• Deputy Head Pastoral</li> </ul>
5	<ul style="list-style-type: none"> <li>• Repeat of stage 4</li> <li>• Physical assault to staff</li> <li>• Use of internet to publish photo / video images to undermine teachers</li> <li>• Possession of drugs or alcohol</li> </ul>	<ul style="list-style-type: none"> <li>• Internal exclusion (2 – 3 days)</li> <li>• Meeting with parents</li> <li>• Formal warning</li> <li>• Temporary External exclusion</li> <li>• Permanent external exclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Deputy Head Pastoral</li> <li>• Head of Boardman</li> <li>• Head</li> </ul>

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).

### Suspension and Expulsion

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.

**Temporary exclusion** (internal or external suspension) 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. Decisions are made on the balance of probabilities, and only when other supportive interventions have been exhausted or are deemed inappropriate.

Parents have the right to appeal a permanent exclusion through the Governing Body. Full details are available in the Suspension and Exclusion Policy.

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.

### **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 Section 550A of the Education Act 1996, staff may use reasonable force to:

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

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. These procedures are aligned with the Safeguarding and Child Protection Policy.

### **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 section 550ZA of the Education Act 1996 and NMS 15.1, the following procedures apply:

- **Minor incidents** (e.g. missing prep or book): A teacher may ask a pupil to empty their pockets or check their locker/bag. This may be done without permission to resolve the issue swiftly and sensitively.
- **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**: A search will only be conducted with parental permission and by two members of the Senior Leadership Team, one of whom will be of the same gender as the pupil.
- **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, any search beyond routine tidying in dormitories will be conducted with the pupil's permission or in consultation with Houseparent and parents.

All searches will be conducted with dignity, discretion and care, ensuring the pupil's rights and wellbeing are respected.

**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.