



**BEACON  
HIGH**

## **Behaviour and Discipline Policy**

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## **Islington Futures Behaviour and Discipline Policies**

The Governing Body believes that high standards of student behaviour and good discipline support the aims of the school, safeguard the rights of students and are essential for effective teaching and learning. The aim of the behaviour policies is to promote safe, responsible behaviour which enables all learners to succeed and supports them to manage their own behaviour both in and out of school. In drawing up policies, schools will take account of the views of students and families.

Our schools will be responsible for developing their own policies and procedures but they will reflect the values of the federation. Schools will aim to create safe learning environments by:

- promoting desired behaviour and discipline
- promoting a positive culture in school so that students understand the benefits to themselves and others of good behaviour
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- ensuring equality and fairness of treatment for all
- encouraging consistency of response to both positive and negative behaviour
- promoting early intervention and support
- providing a safe environment free from disruption, violence, bullying and any forms of harassment
- encouraging a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the school's policy and associated procedures
- promoting a culture of praise and encouragement in which all students can achieve

We want our students to choose responsible behaviour and in so doing raise their self-esteem, increase their academic success and personal outcomes, develop their relationships with others and be prepared for adult life.

The governing body will establish, in consultation with the Executive Head and Headteachers, will ensure policies are communicated to students and parents and that they are non-discriminatory and that expectations are clear.

The governing body, Executive Headteacher and Headteachers will ensure that there is no differential application of the policies and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and addressed appropriately.

## **Beacon High Behaviour and Discipline Policy**

The Governing Body believes that high standards of student behaviour and good discipline support the aims of the school, safeguard the rights of students and are an essential pre-requisite for effective teaching and learning. The aim of the behaviour policy is to determine the boundaries of acceptable and unacceptable behaviour, the succession of rewards and sanctions and how these are fairly and consistently applied.

Beacon High aims to create an inclusive, caring learning environment in the school by:

- promoting desired behaviour and discipline
- promoting a positive culture in school where every student understands our minimum expectations of being Ready, Respectful and Safe
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- ensuring equality and fairness of treatment for all
- encouraging consistency of response to both positive and negative behaviour
- promoting early intervention
- providing a safe environment free from disruption, violence, bullying and any forms of harassment
- encouraging a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the school's policy and associated procedures
- promoting a culture of praise and encouragement in which all students can achieve

## **2. Roles and Responsibilities**

The Governing Body will establish, in consultation with the Executive Head, Headteacher, staff and parents, a policy for the promotion of desired behaviour and keep it under review. It will ensure that this is communicated to students and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of desired behaviour of students and staff.

The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

The Governing Body, Executive Head, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.

Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of their child both inside and outside the school. The school will encourage parents to work in partnership with the school to assist it in maintaining high standards of desired behaviour

and will be actively encouraged to raise with the school any issues arising from the operation of the policy.

Students are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

### **3. Aim & Objectives**

Our aim is to promote positive behaviour and attitudes, based on mutual respect, between all members of the school community; thus developing in our students' self-discipline, personal responsibility, high self-esteem and a pride in the school inside and outside the classroom environment and the local community. In carrying out this aim we will create a supportive and successful learning environment for all, which will ensure that effective teaching and learning can take place.

#### **Key Objective**

To encourage students to choose responsible behaviour and in so doing raise their self-esteem, increase their academic success and personal outcomes, develop their relationships with others and be prepared for adult life.

#### **Related Objectives**

To ensure effective teaching and learning by:

- developing relationships between staff and students which are marked by mutual respect and understanding
- fostering student self-confidence, self-esteem and well-being
- creating an environment in lessons which is purposeful, mutually supportive and non-threatening
- creating an environment in social time which is friendly and non-threatening
- providing students with opportunities in which responsible behaviour can be recognised, praise and reinforced

To prepare students for adult life by:

- helping them to understand society's need for responsible behaviour
- helping them to understand their rights and responsibilities as members of a democratic and civilized society
- enabling them to move into adult life with increased confidence and awareness of the needs of others
- helping them to understand that their responsible behaviour represents a valuable contribution to the communities in which they live
- encouraging them to form positive relationships with other individuals and with groups of other people

To involve parents/carers in the management of student behaviour by:

- creating an environment in which a genuine partnership exists between home and school
- ensuring that parents are kept aware of their child's behaviour, both responsible and irresponsible, at school
- seeking parents'/carers' understanding and support of the school's policies and actions with respect to student behaviour
- providing advice and support where appropriate and when requested

#### 4. Beacon High Habits

At Beacon High we pride ourselves in placing particular emphasis on the traditional values of courteous behaviour, respect to all and a smart appearance. We want to have respectful and well-behaved students and therefore:

We will expect our students to:

- do everything with pride and ambition
- behave well
- respect each other and all adults in the school and take responsibility for their actions

Every student will be encouraged to develop the following Beacon High Habits to ensure each student has **aspiration and achieves personal success**. The Beacon High Habits underpin all we do and are reinforced through our policies and practice within the school including the behaviour policy, assemblies, Pastoral Curriculum and Learning Guidance.

- **Leadership** is to help themselves and others to do the right things. They set direction, build an inspiring vision, and create something new
- **Organisation** is being mentally and physically prepared to face any challenge.
- **Resilience** is continuing to apply yourself when success is not immediate: the stamina to keep going when faced with setbacks.
- **Initiative** leads to greater understanding by considering and challenging how information has been revealed, or why it is presented in a certain way. Curiosity gives you a greater appreciation of different ideas and cultures.
- **Communication** is being able to transfer information in an appropriate way with others

#### 5. Legal framework

The Headteacher must set out measures in the Behaviour and Discipline Policy which aim to:

- promote good behaviour, self-discipline and respect
- prevent bullying
- ensure that students complete assigned work
- Regulate the conduct of students. The Headteacher must take account of any guidance or notification provided by the governing body, including in relation to screening and searching students, the power to use reasonable force, other physical contact, the power to discipline

including the power to discipline students even when they are not at school or in the charge of a member of staff.

A member of staff may discipline a student for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or wearing school uniform or in some other way identifiable as a student at the school
- Or misbehaviour at any time, whether or not the conditions above apply, that: could have repercussions for the orderly running of the school or poses a threat to another student or member of the public or could adversely affect the reputation of the school by bringing the school into disrepute.

## **6. Out of School Behaviour**

Beacon High is committed to ensuring our students act as positive ambassadors for us. Taking the above into account, we expect the following:

- good order on all transport to and from school, educational visits or learning opportunities in other schools
- good behaviour on the way to and from school
- positive behaviour which does not threaten the health, safety or welfare of our students, staff, volunteers or members of the public
- reassurance to members of the public about school care and control over students in order to protect the reputation of the school
- protection for individual staff and students from harmful conduct by students of the school when not on the school site

The same behaviour expectations for students on the school premises apply to off-site behaviour. Legislation to which this policy relates:

DfE guidance for behaviour and discipline in schools

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/488034/Behaviour and Discipline in Schools - A guide for headteachers and School Staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

DfE Guidance Use of Reasonable Force in schools

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use of reasonable force advice Reviewed July 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

DfE School Discipline and Exclusion Guidance

<https://www.gov.uk/school-discipline-exclusions>

Screening searching and confiscating – advice for schools

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/554415/searching screening confiscation advice Sept 2016.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/554415/searching_screening_confiscation_advice_Sept_2016.pdf)

**Screening, Searching and Confiscation**

School staff can search a student for any item if the student agrees. The Headteacher and authorised staff have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items might include:

- knives or weapons
- alcohol
- illegal drugs (including legal highs)
- stolen items
- tobacco and cigarette papers
- lighter or matches
- fireworks
- air guns
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
  1. To commit an offence,
  2. To cause personal injury to, or damage to the property of, any person (including the student.)The Headteacher and authorised staff can also search for any item banned by the school rules.

### **Confiscation**

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

### **Use of reasonable force**

We acknowledge our duties and responsibilities under the 2006 Education and Inspections Act in which all school staff members have a legal power to use reasonable force to prevent students committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order and discipline amongst students. It should be noted that staff cannot be directed or required to intervene but will be supported where reasonable force is deemed appropriate. This process is one which requires appropriate training. Please refer to our separate policy on this.

Beacon High acknowledges its legal duties under the Equality Act 2010 and in respect of students with Special Educational Needs and Disabilities (SEND).

See separate policy for details.

### **Training**

- There will be regular training for all members of the school community

## **7. Monitoring, evaluation and review**

The school will review this policy and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school. The success of this policy may be evaluated through:

- analysis of baseline statistics (e.g. number of fixed term exclusions, number of students removed from lessons, number of internal exclusions, individual student data from the SIMs)

behaviour system, number of school detentions, number of uniform detentions, progress check and report data)

- surveys of parents/carers, students and staff
- faculty review, learning walks and other monitoring school effectiveness monitoring systems led by the SLT
- regular monitoring at Governor's Meetings of exclusion data
- inspection by external agencies such as OFSTED.

This policy is linked directly to the following policies:

- Teaching and Learning Policy
- Anti-Bullying Policy
- Attendance Policy
- Child Protection Policy (Safeguarding Policy)
- Equal Opportunities Policy (Race Equality, Disability Equality, SEN policies)
- Physical Restraint and Intervention Policy
- Uniform Policy
- Mobile Phone Policy

## **Appendix A: Strategies for implementation in Years' 7-11**

The Senior Leadership Team (SLT), Lead Practitioners (LP) Faculty/Subject Leaders and Directors and Assistant Directors of Learning will ensure that all new staff, particularly Newly Qualified Teachers (NQTs), student teachers, teaching and support staff, to the school understand the school Behaviour and Discipline Policy, especially the sanctions section.

The SLT, in consultation with the Governors, will ensure that new Governors understand the school Behaviour and Discipline Policy.

Each Assistant Director of Learning, EAL Coordinators or SEN Coordinators, as appropriate, will ensure that new students (new cohort and in-year) understand the principles and practice of the school Behaviour and Discipline Policy as it will affect them.

The SLT and/or Director of Learning and Assistant Director of Learning will ensure that parents/carers of new students understand the principles and practice of the school Behaviour and Discipline Policy as it will affect their child.

### **Student Leadership**

Student Leadership at Beacon High supports the school Behaviour Policy by promoting a positive learning environment for everyone who works and studies at Beacon High.

### **Literature**

Information on the school Behaviour and Discipline Policy will be included on the Website, in the Staff Handbook, and student teacher induction material. Faculty/Subject Leaders are responsible for ensuring every classroom within their area clearly displays the rewards and sanctions posters.

### **Behaviour in lessons (Safe, Ready, Respectful).**

All students are expected to display behaviours which show a commitment to their own learning and the learning of others. This includes arriving for lessons on time, equipped for learning (**ready**). In class they are required to demonstrate positive learning attitudes and to allow others to learn free from disruption (**respectful**). In line with our belief in positive reinforcement, students who display positive learning behaviours should receive praise and recognition. Adverse behaviours, and students displaying adverse behaviours, will be corrected in line with the school's range of disciplinary sanctions. Additional to the types of behaviours which place a student at risk of exclusion, poor learning behaviours include a lack of effort, a lack of work, failing to complete homework, off task behaviours which interrupt the learning of others and demonstrating challenge or a lack of co-operation (**safe**).

### **Uniform, behaviour around the building and out of lessons**

Students are expected to behave in a manner which respects themselves and others. This applies to use of language, to the way in which they act and behave and to the manner in which they respond, all of which should demonstrate courtesy and consideration. This includes towards fellow students

and staff. Positive behaviours include setting high standards by wearing correct uniform and moving in a manner which is orderly and respects the health and safety of others. Expectations on uniform and orderly conduct are reinforced in assemblies and by focused drives.

The school reserves the right to correct inappropriate or incorrect items of uniform by making contact with parents or by sending students home with notice to change. Students may be isolated from their peers to work on their own if they refuse to correct their uniform infringement or a parent/carer is unable to bring the correct uniform into school.

### **Disciplinary sanctions**

Dependent on a student's age, the nature of the offence and the severity of the behaviour, the school will use a range of strategies to correct student behaviour. The range of sanctions will include:

- Reprimand and correction
- restorative conversation
- short length same day detention
- longer length detention
- making good the missed work
- loss of break times
- loss of social time at lunch times
- removal from the lesson to work under supervision elsewhere
- being placed on report
- behavioural contract
- an adapted curriculum time in the Pathways centre
- internal exclusion
- in line with the school's Exclusion Policy, use of fixed term external exclusion

This list is not intended to be exhaustive but serves as illustration of sanctions used.

### **Detention**

The school will inform parents/carers through telephone calls, text messages or other means as appropriate.

### **Student monitoring, support and intervention**

Through the pastoral and guidance systems the school has staff whose role is to support student welfare and well-being. This includes helping to make explicit the school's expectations, to reinforce positive learning attitudes, to apply disciplinary sanctions and to monitor behaviours which give rise to concern. The school seeks to investigate issues in a timely manner and will, wherever possible, interview students on the same day if an incident has taken place. It is common practice to ask students to write a statement of what took place, answering the following questions: when, where, who, witnesses, what happened. The school accepts that for a wide variety of reasons some students require additional support in order to learn and display positive learning behaviours. For these students the school will draw on a range of support interventions in order to support and re-track behaviours. Strategies include consideration of curriculum need, additional learning support, and identification of Special Educational Need, additional internal provision, placement on a behaviour or pastoral support programme and use of external expertise and short term placements.

Identification of need and progress will be monitored via pastoral meetings, and the involvement of parents/carers.

### **The Wellbeing Centre**

The **Wellbeing Centre** is an on-site facility that aims to support, maintain and sustain students who are 'at risk' of not reaching their potential at Beacon High. The pastoral staff work in partnership with students and parents/carers to help students who are underachieving and for those who may be experiencing emotional or behavioural difficulties due to personal circumstances at home or at school. The Wellbeing Centre and the services provided by the staff are additional and complimentary help to the normal support structures of the school.

### **Philosophy of the Well-being Centre**

Well-being staff recognise that the reasons for underachievement are complex and many barriers may stem from circumstances beyond the control of the school. The Wellbeing Centre can provide a stable, positive, supportive environment that encourages students so they can achieve academically and personally.

The staff work with students to develop self-awareness, positive self-image, an understanding of their academic strengths and their individual learning styles so they are empowered through their academic successes. Students are provided with every opportunity to achieve and staff who work with the students referred to the Wellbeing Centre will reinforce positive attempts made by the student and hold them accountable for the targets that they have set to achieve.

Students are constantly reminded that at school they can impact on their future by working to reach their potential.

The Wellbeing Centre Manager will manage The Wellbeing Centre which will be a hub for professionals working with young people and is focused upon support and early intervention work for our students causing us concern. More broadly the remit is one of supporting students to ensure that they attend school, are prepared for lessons and their behaviour is appropriate therefore ensuring they reach their full potential whilst at school.

### **Pathways**

Pathways is an on-site facility that aims to support, maintain and sustain students who are 'at risk' of significant periods of exclusion including permanent exclusion. Pathways and the services provided by the staff are additional and complimentary help to the normal support structures of the school, and are based on a trauma informed approach to addressing behaviour.

### **Philosophy of the Pathways Centre**

Pathways staff recognise that the reasons for underachievement are complex and many barriers may stem from circumstances beyond the control of the school. The Pathways Centre can provide a stable, positive, supportive environment that encourages students so they can achieve academically

and personally. The centre complements the short term work done in the Wellbeing Centre and offers long term intervention and respite for those students who struggle significantly to engage positively within the school community for whatever reason.

The Pathways staff provide students with the opportunity to develop skills related to the emotional regulation, mental wellbeing, solution focused behaviours, information processing, communication and dealing with trauma.

Students are constantly reminded that at school they can impact on their future by working to reach their potential.

### **Aims of the Pathways Centre:**

- Identify barriers to learning that prevent individuals from reaching their full potential.
- Reduce the number of exclusions and the number of students at risk of exclusion by early intervention.
- 3Improve attendance of targeted students.
- Ensure that all students have equal and full access and opportunity to reach their full potential.
- Create a flexible support system responsive to the needs of the individual student, bearing in mind the needs of the general school community.
- Work with pastoral, special needs and relevant subject staff to create an integrated system of student support.
- Address the academic, social, emotional and behavioural difficulties explicitly through sessions designed to support these needs.
- Develop an individual action plan for each student focusing on their particular area of need and monitor regularly.
- Successfully reintegrate the student into the full life of the school whenever possible.

The Pathways Coordinator will manage the Pathways Centre which will be a hub for long term intervention and support from internal and external services; as well working with families through focused early intervention work. More broadly the remit is one of supporting students to ensure that they attend school, are prepared for lessons and their behaviour is appropriate therefore ensuring they reach their full potential whilst at school.

### **Freedom from bullying**

The school recognises that for students to feel and be safe, they need to be supported and protected from the impact of bullying. The school also acknowledges its duties and responsibilities under the 2006 Education and Inspections Act, The Equality Act 2010 and the Children Act 1989. These place a duty on all schools to have measures to encourage good behaviour and prevent all forms of bullying amongst students. The school participates in the annual Anti-Bullying Week, incorporating strategies and materials into the Pastoral curriculum and Tutorial programme. Please refer to our Bullying Policy for further details.

## Appendix B. Responses to misconduct

Behaviour is not acceptable when it:

- Disrupts the education and learning of others
- Does not allow the teacher to teach
- Threatens health safety, welfare of the student or of other students and the school community

Sanctions are only effective if used rarely, appropriately and consistently. If praise as acknowledgement for student achievement and effort is given more often; the withdrawal of approval is an effective sanction for most students. Planning for good behaviour in lessons with strategies to support students in accessing learning and pursuing excellence can avoid many behaviour issues.

If a student is behaving inappropriately and disrupting the learning of other students, they should be challenged by the member of staff. The member of staff should employ strategies in order to manage the student's behaviour and should also use sanctions appropriate to the situation (e.g. lunchtime detention, contacting parents, loss of class privileges, internal Faculty support, etc.). In most cases, inappropriate behaviour can be managed within this framework.

Teachers are expected to deal with issues such as the following in the first instance:

- Where a student has truanted from the lesson
- less than 100% punctuality
- Equipment including the student planner
- Ill-manners or impoliteness
- Monitoring home learning
- Monitoring effort, attitude to learning and progress
- Chewing or eating in class
- Drinking in class (other than water)
- Removal of outdoor clothing (scarves/coats/hats/gloves)
- Bad language including colloquial phrases (spoken and written)
- Taking care of the environment including not littering
- Mobile phones

### Card System

**Students should not be sent out of the classroom where they are unsupervised.**

After a full range of classroom strategies have been explored to support the student in remaining on task and when behaviour is perceived as being minor a **Warning** and then a **First Yellow Card** is issued.

A **Second Yellow Card** is issued where a student is not responding to the warning and First Yellow Card. The student can be removed to **Reflection** by the on call teacher if a resolution cannot be found (The decision to remove rests with the on call teacher.) There must be an agreed repair meeting to discuss and agree an action plan enabling the student to achieve in their future lessons. It is the teacher's responsibility to ensure the repair between the student, teacher (and HoD/HoF if necessary) takes place prior to the student re-entering the classroom.

**A Red Card is issued for very serious emergency situations.** The on call teacher will remove the student from the class to **Reflection**. In this instance the staff member concerned will need to repair with the student concerned at the end of the school day. A repair meeting must take place between staff and student, supported by another member of staff if required for example the HOF/HOD or Assistant Head of House. The repair meeting will include and discuss a positive way forward for the individual student concerned. The repair meeting should take place at the earliest opportunity either at break, lunch or after school at 3.05pm.

Example Behaviours that warrant the consequence of a **Yellow Card**:

- Lack of focus, attention and commitment to learning in the lesson
- Wasting time and delaying the start of the lesson
- Late to lesson
- Offensive behaviour
- Disrespectful behaviour

Example Behaviours that are **very serious** and warrant a **Red Card** and/or Internal Exclusion; Fixed Term Exclusion or Permanent Exclusion:

- Racist, homophobic or sexist abuse
- Use of obscene/ offensive language directed at a member of staff
- Assault on a member of staff
- Assault on another student
- Fights between students
- Serious vandalism
- Dangerous behaviour that is likely to cause harm to either people or property

**Level 1:** For a First Yellow Card and Second Yellow Card - Teacher Level sanction:

Students could be completing work or Community Service during these sessions. Detention should be purposeful and encourage the student to correct their behaviour, repair and rebuild relationships in preparation for the next lesson. This should be held at break or lunchtimes, and is for issues such as:

- disruptive behaviour in class
- failure to bring correct equipment
- failure to complete home learning
- failure to follow instructions relating to the above and other similar issues of this level of seriousness.

**Level 2:** Head of Department / Head of Faculty sanction for repeated second Yellow Card:

This will be a formal after school detention given by the HoD/HoF. The HoD/HoF will monitor the behaviour in their subject(s) through a SIMs report. The detention will be given at the discretion of the HoD/HoF for issues such as:

- repeated disruptive behaviour
- rudeness to staff
- persistent lateness to the lesson
- persistent failure to complete Home Learning

The teacher issuing the detention must be present for the after school detention and there must be a repair meeting during this time. Cards/detentions must be recorded on SIMS.

### **Level 3: Senior Staff (SLT) Detention**

SLT detention is used where a student has failed to attend Level 1 or Level 2 sanctions. Students placed in Level 3 detention will be considered close to an Internal or External Exclusion from school. Parents will be informed and detentions will be recorded on SIMS. Failure to attend a Senior Staff.

### **Red Card Behaviour**

If a serious behaviour situation arises in a lesson use the on call emergency button alert. This will alert the on call member of staff. The on call member of staff will escort the student to Reflection. A serious behaviour situation is an incident or situation which requires immediate attention/support and which prevents your lesson continuing examples of these behaviours:

- Assault
- Fight
- Extreme verbal abuse
- Dangerous behaviour.

Once the on call member of staff arrives at a lesson, briefly outline the problem and record on SIMS the details of the incident, after the lesson. The student will be removed from your lesson and the incident followed up by the teacher who sent for on call support. A time for the repair meeting will be agreed and attended by the subject teacher, AHoH and/or HoD/HoF. The referring teacher will log the details; the Office Team must inform parents the same day.

Some situations will warrant exclusion immediately and by-pass the Card and Sanction System entirely. All incidents at this level will be recorded on student files. In this situation parents and carers will be contacted by the SLT Lead for behaviour and pastoral support. If a student receives a FTE parents/carers and students will be expected to attend a reintegration meeting with a member of SLT. The purpose of the reintegration meeting will be to establish an action plan and targets for the individual student prior to their return to school.

The AHoH and SLT will also support student behaviour and expectations by using professional judgement in deciding how to address serious sanctions ranging from Repair, SLT detentions, Reports, PSP, parent/carer meetings and support from external agencies.

### **Serious incidents**

For behaviour requiring a more serious sanction than a Red Card a student will be issued an Internal Exclusion:

- The class teacher/member of staff identifying or witnessing the behaviour follows the behaviour policy.
- member of staff concerned notifies on call using the emergency SIMS system
- On arrival to the classroom the member of staff briefly outlines the incident and after the lesson logs the incident and sends a copy of the details of the incident to the behaviour team, AHoH and the Pastoral Deputy
- **The student remains with the DDoL/ADoL whilst the incident is investigated**
- Witness statements are coordinated and collected by the **DDoL/ADoL**

- The DDoL/ADoL will complete a Serious Summary on sims with all students involved and attached statements with recommendation of sanction
- The SLT Lead for behaviour/pastoral support and the Headteacher should be informed of the incident and that all required documentation has been recorded on sims.
- The SLT Lead for behaviour/pastoral support an Internal Exclusion based upon the information/statements provided. If the incident is more serious the Headteacher will consider a FTE. The DDoL/ADoL and Deputy Head will be informed of the agreed decision.
- The Internal Exclusion manager informs parent/carer of an Internal Exclusion
- If it is decided that the sanction should result in a FTE the SLT Lead for behaviour/ pastoral support will communicate to parent/carer.
- The pastoral administration support will send an Internal Exclusion letter to parent/carers and will coordinate a reintegration meeting with the ADoL/parent/carer and student. The student can return to school prior to this reintegration meeting. During this meeting the ADoL identifies and plans an individual action plan with student, parent/carer. The reintegration targets and action plans will be added to the sims communication log.

## Appendix C: Exclusions

### Key Requirements/ Legal Duties

This policy responds to the requirements of the Education Act 2002 all schools must have policies on student discipline and exclusion, which must be available to all parents and prospective parents. Parents and carers have the right to appeal against the decision to exclude a student.

### Key Principles

- Students at Beacon High are given the best possible education, whatever their background or ability
- The Behaviour and Discipline policy emphasises the students' entitlements and responsibilities
- Students have the right to expect that their learning should not be disrupted by others

### Context

Beacon High aims to provide a safe learning environment in which students can enjoy and achieve. The school's Behaviour and Discipline policy emphasises positive strategies and, for the most part, the school environment is one of cooperation and shared responsibility. However, some incidents of unacceptable behaviour are not satisfactorily repaired through the normal channels and exclusions have to be considered as a last resort.

### Exclusions

The decision to exclude a student will be taken in the following circumstances:

- In response to a serious breach of the school's Behaviour and Discipline Policy
- If allowing the student to remain at the school would seriously harm the education or welfare of the student or others in the school.

Exclusions whether fixed-term or permanent may be used in response to any of the following, all of which are examples of unacceptable conduct and breach the Behaviour and Discipline Policy:

- Physical assault against a student
- Physical assault against an adult
- Verbal abuse/threatening behaviour against student
- Verbal abuse/threatening behaviour against an adult
- Bullying including homophobic abuse
- Racist abuse
- Sexual misconduct
- Drug and alcohol related
- Damage
- Theft
- Persistent disruptive behaviour
- Weapons related
- Posing a health and safety threat or bringing the school into disrepute

This is not an exhaustive list and there may be other situations where the Headteacher judges that exclusion is an appropriate sanction.

### **Monitoring, Intervention and Support**

At Beacon High there will be a range of strategies in place to address negative behaviour that may lead to exclusion. Students will be identified as at risk of exclusion and offered alternative or additional provision to meet their individual needs. These additional measures may include:

- the school engaging with parents/carers
- placement on a daily report
- detentions or other sanctions
- a change of class or form group
- curriculum alternatives and provision in the **Pathways Centre**
- temporary part-time timetable
- consideration by the SENCO and the SLT pastoral leaders, with colleagues, of possible interventions within school
- assessment of Special Educational Needs
- sessions with the **Wellbeing/Pathways Coordinator**
- implementation of a **Individual Education Plan**
- referral to other relevant external agencies
- Well-being Centre programme

### **Permanent Exclusion**

The decision to exclude students permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered.

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. This would include persistent and defiant behaviour such as bullying.
2. The second is where students may be excluded for a one off offence regardless of previous disciplinary history.

These circumstances may include:

- an assault on another member of the school community
- physical bullying
- sexual assault
- possession of an illegal drug including 'legal highs'
- possession of offensive weapons

Also in line with the exclusion policy, the school will not tolerate persistent and defiant behaviours over time where sanctions and interventions have failed to bring about positive improvement. In these circumstances a student's behaviour would be deemed to be seriously harming the education and welfare of the student or others in the school, thus placing the student at high risk of permanent exclusion.

### **Making a decision to exclude**

Before deciding whether to exclude a student, the school will:

- ensure that an appropriate investigation has been carried out
- consider all the evidence available to support the allegations taking into account the Behaviour and Discipline Policy, Code of Conduct, and Equality Policies
- allow the student to give his/her version of events

The Executive Head/Headteacher has to be satisfied on the balance of probabilities that the student was responsible for the behaviour in question.

### **Exercise of Discretion**

The Headteacher will always look at the particular circumstances of each case.

In considering whether permanent exclusion is the most appropriate sanction, the Headteacher will consider:

- The gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the school's Behaviour and Discipline Policy and Code of Conduct.
- The effect that the student remaining in the school would have on the education and welfare of other members of the school community.

In line with its statutory duty, these same two tests of appropriateness will form the basis of the deliberations of the Governors Committee, when it meets to consider the Executive Head/Headteacher's decision to exclude. The committee will require the Headteacher to explain the reasons for the decision and will look at appropriate evidence such as the student's school record, witness statements and the strategies used by the school to support the student prior to exclusion.

## **Behaviour outside Beacon High School**

Students who breach the school's Behaviour and Discipline Policy whilst on school 'business' such as trips and journeys, sports fixtures or a work-experience placement will be dealt with in the same manner as if the incident had taken place at the school. For incidents that take place outside the school and not on school business, this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. This includes behaviour in the immediate vicinity of the school or on a journey to and from the school.

## **SEND (Special Educational Needs and Disabilities) Students and Exclusions**

When considering whether to exclude a student with SEND, Beacon High pays due regard to government guidance issued in February 2015 which states that schools should try every practicable means to maintain a student with SEND in school and should seek local authority and other professional advice as appropriate. Schools should permanently exclude students with SEND statements (EHCPs) only in exceptional circumstances. The guidance sets out that schools should make every effort to avoid excluding students with additional needs who are being supported, including, where appropriate, by asking a local authority to consider carrying out a statutory assessment. The guidance further states that, where a student with SEND is excluded, the Headteacher should work with the local authority to see whether more support can be made available or whether an SEND statement (EHCP) can be changed to name a new school. If either of those options is available, the head should normally withdraw the exclusion.

## **Roles and Responsibilities**

The Deputy Head – Inclusion, is responsible for monitoring the implementation of the policy, including recording and analysing the profile of excluded students. The Headteacher is responsible for ensuring the fair and consistent implementation of the policy and for all decisions on whether or not to exclude a student. The Headteacher may delegate to other senior leaders the arrangements for the support for students in danger of exclusion and for the reintegration of students returning to school after fixed-term exclusion. There will always be a re-integration meeting with parents/carers and the excluded student with a written record of action points agreed and strategies and issues discussed. The Governing Body is responsible for deciding whether or not to confirm the Headteacher's decision to exclude a student.

The school will comply with the statutory requirement to provide education for any student from day six of a fixed term exclusion, depending on the circumstances. Work will be provided for an exclusion of two days or more for a parent/carer to collect. The work completed must be brought to the re-integration meeting.

## **Monitoring, Evaluation and Review**

The Deputy Head – Inclusion (Personal Development, Behaviour and Welfare) will monitor the implementation and effectiveness of this policy, review it bi-annually and report to the Governing Body. The policy will be promoted and implemented throughout the school.

## **Appendix D: Rewards and Awards**

At Beacon High we believe in encouraging and rewarding effort and achievement. Students are congratulated and thanked in year assemblies or House assemblies at the end of term. They may earn Achievement points. At this school it is believed that by providing students with rewards, they are encouraged to fully engage with all opportunities available to them. Rewards motivate students by giving them a greater awareness that their contributions are valued and recognised by the school. They also provide a framework for students to achieve their personal best and to be rewarded for it. When students take part in community/charity schemes, it makes them appreciate and learn about being socially responsible. Students receive Achievement points from staff for classwork or community and extra-curricular contributions. Achievement point totals should be calculated on a weekly basis and they feed in to our overall rewards process every half term. At the end of each half term, Achievement points are added up and the top ten students for the half term receive a letter home.

Students who choose to behave responsibly and show they are able to follow the rules/ instructions will find their efforts recognised and rewarded. This positive recognition takes and number of forms:

- praise – both public and private, written and spoken, a quiet word from the member of staff, a nod, a smile
- stickers and stamps
- Achievement points and prizes
- positive postcards or telephone calls to parents/carers
- special privileges
- special rewards (e.g. subject awards, termly awards)
- mention in the school newsletter or on the school website
- recognition in year group assemblies

## **Appendix E: Communication of School Behaviour and Discipline Policy**

Students at Beacon High are made aware of the school's expectations in terms of behaviour from the moment they arrive in school for their Year 6 induction day.

Our Behaviour and Discipline Policy explains the behaviour the school expects from students and what students can expect in return. Our aim is to have a fair and consistent way of establishing a safe, orderly and positive classroom, in which teachers/tutors can teach and students can learn, and a wider school environment where students feel confident and safe.

In essence there are:

1. RULES that students must follow at all times
2. REWARDS that students will receive for following the rules
3. CONSEQUENCES that will result when students choose not to follow the rules

## **Rules for classroom / Tutorial Groups**

### **(4 to enter: 4 to exit)**

At Beacon High we seek to maintain an atmosphere of mutual respect between all those in the classroom, and we aim to do all we can to promote and support learning. This means that in all lessons students should be:

**Punctual:** Students should arrive punctually to all lessons Prepared Students should come to every lesson with the correct equipment and prep, as specified by the teacher

**Listening:** There is no talking or noise of any kind made whilst the teacher is talking to the whole class, or whilst a student is speaking in a whole class situation

**Respectful:** Students should treat others with respect at all time

**Involved:** Students should actively participate in lessons and show commitment to their studies in addition:

- no eating, chewing or drinking of anything other than water in the classroom
- no mobile phones, etc. are to be seen other than in permitted areas of the school
- uniform regulations must be followed

These rules are instructions which are in place at all times in every lesson every day. As well as these rules each subject area will explain their own subject-specific instructions.

Our expectations of students are as follows:

- follow directions of members of staff
- do not drop/throw litter
- keep hands, feet, objects to yourself
- no mobile phones, etc. are to be seen other than in permitted areas of the school
- no eating outside the designated areas
- no swearing, teasing, name-calling, put downs or making someone feel uncomfortable

These rules are instructions which are in place at all times when not in classrooms, but on the school premises.

## **Internal Exclusion Room – Code of Conduct for students**

Failure to follow this Code of Conduct will lead to removal from the Inclusion Room by a senior member of staff and isolation. Removal will lead to further sanctions.

When in the Reflection and Internal Exclusion Room, you should:

1. Hand your mobile phone to the member of staff on duty, if you have one.
2. Be silent (if you need to speak to the member of staff on duty, put your hand up).
3. Sit facing your desk, with your feet underneath your chair or desk.
4. Complete all work to the best of your ability.
5. Deal with members of staff in a respectful and polite way.

6. Leave the Rooms neat and tidy.

Furthermore:

1. Students in the Reflection Room pending investigation may only use the toilet at break or lunch time or before entering the Reflection Room
2. Students removed from an individual lesson may not use the toilet, unless they have a medical pass.

#### **Appendix F: Internal Exclusion room protocol for staff**

Staff will ensure that the Internal Exclusion Room Code of Conduct is adhered at all times.

**ADoLs** will contact teaching staff of students in Reflection and Internal Exclusion Room who should provide work.

Staff in Internal Exclusion Room will fill out the Internal Exclusion Room reports sims and follow up any failure to follow the code of conduct with an entry on SIMs and appropriate sanction, and call to parent.

## ASPIRE. ACHIEVE. SUCCEED

Safe,  
Ready,  
Respectful.

We expect every student to be:

### Safe

I will make sure I am safe by:

- Following rules and routines for health and safety
- Keeping hands, feet and objects and personal comments to myself
- Being in the right place at the right time and not in unsupervised areas.

### Ready

I will make sure I am ready by:

- Wearing the full school uniform properly
- Attending on time with all the equipment including a planner
- No gum chewing or having any fluid other than water
- Making sure all headphones, phones and other electronic equipment are off and out of sight

### Respectful

I will make sure I am respectful by:

- Doing as I am asked by all members of staff
- Listening to others, using appropriate language with a polite tone
- Looking after each other, the building and equipment

1<sup>st</sup> Yellow  
Card

Your Teacher will have already verbally reminded you of the school rules and encouraged you to make the right choice. You will have an opportunity to repair the issue and discuss the way forward at the end of the lesson or during break/lunchtime time.

2<sup>nd</sup> Yellow  
Card

You have ignored the first yellow card, and as a result you will receive a sanction. You may receive a detention at break or the end of the day to discuss an action plan and repair the issue.  
**Your Parents/Carers will be informed about your behaviour.**  
**If you continue to receive Yellow Cards you will receive a Faculty or Department Detention.**

Red Card

You will be given a red card if there is a serious behaviour incident, for example, fighting or making racist comments. You will be removed by a staff member and taken to the Reflection Room. You will work in isolation until your repair meeting. A repair meeting will be held at the earliest opportunity.  
**Your Parents/Carers will be informed.**  
**You will do an after school detention with SLT (1 hour)**

## **Appendix H: Staff Agreement on Daily Practice - Behaviour and learning management.**

At Beacon High we take a collective responsibility for behaviour.

### **Teacher Standards**

#### **1. Set high expectations which inspire, motivate and challenge pupils**

- *establish a safe and stimulating environment for pupils, rooted in mutual respect*
- *set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions*
- *demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.*

#### **7. Manage behaviour effectively to ensure a good and safe learning environment**

- *have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy*
- *have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly*
- *manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them*
- *maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.*

### **Our Learning Community**

Our key purpose is to ensure the wellbeing and success for all our students. In order to ensure success for all, we have in place a range of interventions to support students, develop positive relationships and focus on learning. Poor conduct has consequences for learning and achievement. High expectations of staff and students make a positive contribution to achieving this.

### **Absolute Consistencies in Adult Behaviour**

There are 5 consistencies that all staff will uphold in all interventions. At Beacon High, adults:

1. Model positive behaviours.
2. Smile, meet and greet at the door with 'Safe, Ready, Respectful' displayed and taught.
3. **We will not shout at students.**
4. Disruptive students will be calmly and slowly stepped through our sanctions hierarchy and will be given 'take up time'. We will uphold praise in public and reprimand in private with all students.
5. We will personally follow up every time and engage in reflective dialogue with students.

### **Seeking support with an incident**

SLT and other staff will be 'on call' during the day to support staff with ensuring we are a positive learning community. The 'alert' should only be used for very serious incidents (red cards) needing a quick response: for example, student/staff at risk of harm, serious defiance, swearing at a member of staff. For a Second Yellow Card incident that warrants removal, the 'on call' member of staff will judge whether the students will be relocated to reflection. All students should be given the opportunity to settle and work on task. **The role of the 'alert' is to support not simply to remove a**

**student.** The classroom teacher is still responsible for the student's learning, even if they are removed work must be provided.

### **Rewards**

Students behaving well are those who perform to above the expected standards in being Safe, Ready, and Respectful. Postcards and phone calls home have the most lasting impact. Remember it is not just what you give but the way you give the reward that counts. Teaching staff and classroom-based support staff are required to make at least 2 positive phone calls per week and record on SIMS. Other support staff are welcome to do this do.

### **Sanctions**

Sanctions at Beacon High have a learning focus, build relationships and show students how to take responsibility. Restorative approaches are encouraged and supported. If a student receives a Red Card, they go to Reflection for the rest of the lesson. They then go to their following lesson unless it is too serious for that to happen – for example, they have sworn at their teacher, significant physical or verbal action - they will remain in Reflection. Staff who have given a Red Card are to contact the student's parent. Staff will provide and set work for the student to complete in Detention with senior staff at 3pm on the day of the Red Card, or the following afternoon if issued Period 4. Staff will personally follow up every time and engage in reflective dialogue with the student.



### **Exclusion Room Contract**

All students and parents must sign and agree to the terms set out in the contract below:

- I must complete all work set whilst in the exclusion room.
- I must comply with all of the school rules whilst in the exclusion room.
- I will be fully equipped to learn.
- I will ensure that my mobile phone is handed to the staff in exclusion on entry and will be returned to me at 3:30pm. Phones not handed in will be confiscated as per the school policy.
- I will not bring crisps, sweets, fizzy drinks etc. into the exclusion room – items will be confiscated and not returned.
- Full school uniform must be worn at all times.
- I will eat lunch in the exclusion room consisting of a cheese, ham or tuna baguette and a bottle of water.
- I will ensure my lunch card is topped up in the morning before entering exclusion.
- I will be entitled to two bathroom breaks throughout the day.
- I will be on time to the exclusion room at 9:20am.
- I will remain in the exclusion room until 3:30pm.
- I understand there is a minimum stay in exclusion of two days.

Failure to comply with any of the rules will result in a student repeating the day or a fixed term exclusion.

Date: \_\_\_\_\_

Parent signature: \_\_\_\_\_

Student signature: \_\_\_\_\_

Exclusion Manager signature: \_\_\_\_\_