



9a Behaviour Policy

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| Review by: | P Team, G(Ed), G(Board) |
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| Policies linked to: | |
| <ul style="list-style-type: none"> • EYFS Policies • Anti-Bullying Policy • Safeguarding and Child Protection Policy | |
| This document also appears on: | |
| <ul style="list-style-type: none"> • School Website • Staff Intranet | |
| THIS POLICY ALSO APPLIES TO EARLY YEARS | |

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1.0 Policy Statement

The behaviour of children at The Beacon is central to their welfare and ability to maximise their learning opportunities. Like learning their academic subjects, we anticipate that all children will need to learn some behaviours and therefore will make mistakes at times. School can be a very different environment from home and there is often much for many of the boys to learn. At The Beacon we feel that it is important to be consistent in our expectations of the boys, clear in our advice to them and fair in our implementation of the behaviour policy. This will enable them to work, play and learn together as a community.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment

Teaching – the curriculum is used to develop pupils’ knowledge about health and wellbeing

Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils’ health and wellbeing

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

2.0 Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2016) ‘Behaviour and discipline in schools’
- DfE (2021) ‘Keeping children safe in education 2021’
- DfE (2021) ‘Sexual violence and sexual harassment between children in schools and colleges’
- DfE (2018) ‘Mental health and behaviour in schools’
- DfE (2015) ‘Special educational needs and disability code of practice: 0 to 25 years’

- DfE (2013) 'Use of reasonable force'
- DfE (2018) 'Searching, screening and confiscation'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Complaints Procedures
- Special Educational Needs and Disabilities (SEND) Policy
- Peer-on-Peer Abuse Policy
- Child Protection and Safeguarding Policy
- Anti-Bullying Policy: Pupils

3.0 Roles and responsibilities

The governing board has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The Senior Master is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The DSL is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.

The SENCO is responsible for:

- Collaborating with the governing board, headteacher and the DSL, as well as members of SMT, to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support. **Teaching staff are responsible for:**

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENCO.
 - Headteacher.
 - Subject leader.
- As authorised by the Headmaster, disciplining pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff. **Pupils are responsible for:**
- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

Supporting their child in adhering to the school rules.
 Informing the school of any changes in circumstances which may affect their child's behaviour.

4.0 Managing Behaviour

High standards of behaviour are expected at The Beacon at all times. We take a positive view of all pupils and seek to reward good behaviour. Our objective at all times is to encourage and develop strategies for good behaviour whilst having an effective system to amend that which is unsatisfactory. The Beacon aims to execute its duties under the Equalities Act 2010 to make reasonable adjustments to accommodate pupils with special educational needs and/or disabilities. This policy exists to support the aims of the school to:

- create a happy, safe and stimulating environment
- enable pupils to develop the social and emotional skills needed to believe in themselves, show consideration for others and value diversity
- It also aims to promote good behaviour, prevent bullying and ensure that pupils complete assigned work as well as providing a framework to regulate the conduct of the pupils.

There are few written rules and those which exist aim to encapsulate mutual respect for each other and for possessions. They are considered 'Golden' and behaviour is measured against them. In PrePrep the boys are introduced to The Golden Rules (as below) as they are expressed in a more ageappropriate terminology and as they progress through the school they are expressed in terms of The Beacon Values.

The Golden Rules

- Do be gentle (don't hurt anybody)
- Do be kind (help others)
- Do work hard (don't waste time)
- Do be honest (don't cover up the truth)
- Do look after property (don't damage it)
- Do listen (don't interrupt)

The Beacon Values

Integrity We behave with honesty and integrity.

Respect We value all individuals, showing respect, care, empathy and understanding for others, and learning to place trust in others.

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| Achievement | We strive for and value intellectual, sporting and creative achievement, supporting and celebrating one another's endeavours. |
| Well-Being | We strive to promote well-being, both physical and emotional: developing strength, resilience and confidence. |
| Courage | We value aspiration and the courage to take risks. |

It is important to state at this point that the responses to poor or inappropriate behaviour are different from a boy producing a low level or not satisfying the required amount of work. All staff are expected to have a working knowledge of the behaviour policy and should follow the guidance within.

In addition, The Beacon clearly and explicitly forbids the expression, whether spoken or written, of discrimination on the grounds of racial, religious, cultural, sexual/sexist, homophobic, special educational needs and disability.

In the case of bullying or cyberbullying, refer to the school policy on Bullying. Specifically, this policy aims to:

- Ensure the fair and safe treatment of all pupils.
- Inform parents and staff of the actions that should be taken when a pupil's behaviour is deemed to be unacceptable.
- Outline the process and stages which the school will normally work through when a pupil consistently does not conform to what is expected of him. • Give guidelines for staff in dealing with difficult situations.

The expectation is that when a child misbehaves he will acknowledge his behaviour, take responsibility for his actions and make an effort to avoid a repetition of the behaviour. Staff are encouraged to seek ways of changing the behaviour through positive reinforcement rather than highlighting the bad behaviour with a punishment however sanctions are part of process in effective behaviour management.

5.0 Recording and Reporting Behaviour

All records of reportable behaviours should be logged in ISAMS. Positive rewards are house points or commendations. Concerns may be recorded against a child without incurring a sanction. Sanctions include written warnings, debits as well internal, fixed term and permanent exclusions for more serious behaviours.

Rewards for Positive Behaviour

Positive and good behaviour should be recognised, encouraged and rewarded whenever it takes place in the school. Our system of rewards include:

Throughout the school

Individual verbal praise
Public praise in the classroom or in an Assembly
Informing parents verbally where possible or via an email home
Specific privileges given within the classroom
Written comments on work
Written or verbal communication home

Pre-Prep

Golden Time
Gold Stars Awarded

Lower School

Privilege Time
House points Points. (Note - Depending on the professional judgement of the member of staff, three levels of House Points can be awarded. Good = 1 House Point, Excellent = 2 House Points, Outstanding = 3 House Points.) Commendations awarded.
Headmaster's Commendation.
Termly Individual House point award winners.
Winning House Treat at the end of each term.
Celebratory Assemblies – Academic/Sporting/Performing Arts

Middle and Upper School

House Points (Note – Depending on the professional judgement of the member of staff, three levels of House Points can be awarded. Good = 1 House Point, Excellent = 2 House Points, Outstanding = 3 House Points.)
Commendations awarded
Headmaster's Commendations Awarded
Honours Awards
House Captains / Vice Captains Year
Groups allocated privilege time.
Termly Individual House point winners
Winning House Treat at the end of each term.
Celebratory Assemblies – Academic/Sporting/Performing Arts

Sanctions for Poor Behaviour

Poor or unacceptable behaviour should be dealt with in a fair and proportionate manner. Where sanctions are issued, there should be an emphasis on trying to correct the behaviour. For repeated bad behaviour the Head of Section, Deputy Head or Headmaster may be involved. There

is a staged approach to managing behaviour and administering sanctions as set out in Appendix 1 of this policy.

Where behaviour is of concern but reached the threshold of a sanction, verbal and recorded concerns will be used. These can escalate to written warnings which are internal records used to record and manage behaviour.

Where there is a significant breach of the behaviour policy for example violent behaviour, racist, homophobic, anti-Semitic behaviour etc., the sanction will be at least a debit at which stage parents will be made aware of the incident and the school will work with parents to ensure the pupil is aware of the seriousness of the behaviour and the importance of there being no repetition.

All allegations and records of Bullying, Cyber-bullying, homophobia, anti-Semitism, racism or peer on peer abuse must be recorded on CPOMS.

Corporal Punishment is not allowed.

Sanctions can include:

In the Pre-prep

Stage 1 – Managed by Form Teacher Verbal

Warning from Staff

Time Out in playground

Minutes lost from Golden Time

It may be necessary for the Form Teacher to implement a report card or Positive Progress Plan, which would be discussed with and supported by parents

Stage 2 – Managed by Head of Pre-Prep

Pupils may be sent to the Head of Pre-Prep where Behaviour Management Strategies will be implemented in conjunction with staff and parents

Positive Behaviour Plan

Removal from attending after school clubs

Removal from attending school trips

Stage 3 - Managed by Head of Pre-Prep

Behavioural Contract

Stage 4 - Managed by DSL or Deputy

Pastoral Intervention Plan

Stage 5 -Managed by Headmaster

Fixed term Exclusion

Permanent Exclusion

In the Lower School

Stage 1 – Managed by Form Tutor Verbal

- warning
- Writing a letter of apology
- Withdrawal of break time
- Written Warning
- Debit
- Report Card/ Positive Progress Plan

Stage 2 – Managed by Head of Section

- Removal from representing the school in sporting fixtures or attending school trips.
- Removal from after school clubs
- Positive Behaviour Plan

Stage 3 – Managed by Head of Section

- Behavioural Contract

Stage 4 – Managed by Senior Master

- Working in Isolation (Internal Exclusion – minimum half day, maximum one day)
- Pastoral Intervention Plan

Stage 5 – Managed by Headmaster

- Fixed term Exclusion
- Permanent Exclusion.

In the Middle and Upper School

Stage 1 – Managed by Form Tutor

- Verbal warning.
- Withdrawal of privileges
- Loss of free time
- Break time detention (Middle & Upper School)
- After school detention (Upper School)
- Written Warning
- Debit
- Positive Progress Plan

Stage 2 – Managed by Head of Section

- Community Service within the school.
- Report Card/ Positive Behaviour Plan
- Discussion or written accounts related to the school values.
- Behaviour Contract

- Removal from representing the school in sporting fixtures or attending school trips. •
Removal from after school clubs

Stage 3 – Managed by Head of Section
Behaviour Contract

Stage 4 – Managed by Senior Master

- Working in Isolation (Internal Exclusion – minimum half day, maximum two days) •
Pastoral Intervention Plan

Stage 5 – Managed by Headmaster

- Fixed term Exclusion
- Permanent Exclusion.

The following principles will be applied when looking into any unacceptable behaviour

- Every case will be investigated and dealt with according to individual circumstances.
- Every case will be dealt with fairly, and action recorded on iSAMS (as soon as is reasonably practicable).
- Where behaviour is deemed to have reached a safeguarding threshold it will be record on CPOMS. This includes but is not limited to bullying, peer-on-peer abuse, cyber-bullying, homophobic, racist and anti-Semitic behaviour.
- When appropriate, the member of staff dealing with the unacceptable behaviour will feedback to the pupil's class teacher/form teacher as well as recording any sanctions on iSAMS.
- Any punishment must be proportionate. (In determining whether a punishment is reasonable, Section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all circumstance and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them)

- Through its action the school hopes to bring about improvement and so no absolute rules apply. Discretion will be applied to each case in the hope of effecting change.
- The school accepts that the mental health of some pupils is affected from time to time by their personal circumstances and during times of stress allowance will be given in mitigation. The school must be alert to such instances.
- We can do much to foster the emotional well-being of our pupils, and to be of immediate and practical help to them when problems arise.

The World Health Organisation defines mental health as ~~the~~ a state of wellbeing in which the individual realises his or her own abilities ~~can~~ cope with the normal stresses of life ~~can~~ work productively and fruitfully ~~and~~ is able to make a contribution to his or her community. ~~When children don't feel good about themselves ~~don't~~ enjoy relationships ~~don't~~ learn confidently and overcome difficulties? when they are overwhelmed by misery ~~anger~~ or fear then problems arise.~~ (YoungMinds: the children's mental health charity.)

- Boys will be given reasonable explanations of why they are receiving a punishment. It is accepted though, that when they are in trouble they feel victimised and that this can exacerbate their reaction to some circumstances, which will be taken into account.
- The response made by a member of staff to a particular situation should reflect the nature and seriousness of the circumstances surrounding the situation. Equally, knowledge of the pupil will help to determine the outcome.
- Praise and encouragement is of greater value than outrage and disapproval.
- Children should not be shouted at or spoken to in such a way that they feel intimidated or humiliated.
- The member of staff dealing with an incident should always demonstrate calm and control.

Where possible, sanctions should be implemented on a 'one to one' level.

- Staff should avoid 'whole class' sanctions if at all possible.

A report on behaviour will be presented to the Senior Management Team once a term

A review of the effectiveness of the Behaviour Policy will be undertaken annually.

Sanctions during online learning

The behaviour expectations are the same when boys are in online learning where they are self-isolating or using the school devices during lessons in school. Where E-safe or Impero capture inappropriate or unacceptable behaviours appropriate sanctions will be applied according to the behaviour policy. Sanctions may also include limiting access to the school network if unacceptable behaviour is not modified.

6.0 Detentions

The school will make it clear to parents and pupils that they are able to use detention as a sanction, both during and outside of school hours.

All teachers at the school can impose detention on a pupil, unless the Headmaster decides to withdraw this power from any teacher.

The following indicate the times during which detention can be issued outside of school hours:

- Any school day where the pupil is not authorised to be absent

Parental consent is not required for detentions and, therefore, the school is able to issue detention as a sanction without first notifying the parents of the pupil.

When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. If the detention is during lunchtime, **25** minutes will be allocated to allow the pupil time to eat, drink and use the toilet.

When issuing detentions which are set to be outside of school hours, the member of staff doing so will consider:

- Whether the detention is likely to put the pupil at risk.
- Whether the pupil has identified caring responsibilities which would make the detention unreasonable.
- Whether the parents ought to be informed of the detention, e.g. it may not be necessary to do so if the detention is for short period after school and the pupil is able to return home safely.
- Whether suitable transport arrangements are in place between the parents and the pupil. It does not matter whether these transport arrangements are inconvenient to the parents.

7.0 Use of Reasonable Force

The school operates a policy of non-restraint unless a pupil is in danger of harming himself, other pupils or members of staff, or where he is engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or out of school on an organised school activity in which case restraint may be used in accordance with the policy on restraint and physical intervention.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The Headmaster and senior school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Parents are called to remove the child if there is deemed to be danger to self, staff or other boys.

Further guidance is offered in Appendix 6 and the restraint incident report form is available in Appendix 7.

8.0 Pupils' Conduct outside the School gates

What the law allows:

Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable”

Subject to the behaviour policy, teachers may discipline pupils for misbehaviour when the pupil 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 pupil 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 pupil or member of the public or
- could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Radicalisation

It is important to be aware of the possibility of children becoming radicalised or influenced by extremist ideology and how this can affect their behaviour. Staff need to have an understanding of the Prevent Duty in order to identify key indicators and also to enable them to provide the appropriate support for the child.

Radicalisation can be really difficult to spot. Signs that may indicate a child is being radicalised include:

- isolating themselves from family and friends
- talking as if from a scripted speech
- unwillingness or inability to discuss their views
- a sudden disrespectful attitude towards others
- increased levels of anger
- increased secretiveness, especially around internet use.

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. Extremists might target them and tell them they can be part of something special, later brainwashing them into cutting themselves off from their friends and family.

However, these signs don't necessarily mean a child is being radicalised – it may be normal teenage behaviour or a sign that something else is wrong. If you notice any change in a child's behaviour and you're worried, you can call the NSPCC helpline on 0808 800 5000

9.0 Smoking, Alcohol and Controlled Substances

In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. Parents, visitors, staff and pupils are instructed not to smoke on school grounds. Pupils are not permitted to bring smoking materials or nicotine products to school.

The school has a zero-tolerance policy on illegal drugs, legal highs and other controlled substances.

Prohibited items, searching pupils and confiscation

The Headmaster and staff authorised by him have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. The prohibited items are:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.

Any article that the member of staff reasonably suspects has been, or is likely to be, used:

- To commit an offence; or
- To cause personal injury to any person, including the pupil themselves; or - To damage the property of any person, including the pupil themselves.

All members of staff can use their power to search without consent for any of the items listed above. The headteacher and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items.

Appendix 1

Behaviour Policy Stages which a child will progress through if he does not correct his poor behaviour.

Stage 1 – Form Teacher

If the behaviour of a child warrants them being kept behind at the end of a lesson or during a break time to discuss the behaviour; or the class teacher or tutor is informed that a pupil has been involved in behaviours that have inflicted harm or distress on another pupil, or a group of others; or he has deliberately disobeyed instructions; or he has influenced others to do the above a verbal

warning will issued to the pupil. The form tutor must be informed, preferably in writing and he/she will collate the information and make the judgement about managing the behaviour.

Records of significant incidents as well as a record of the actions taken by the member(s) of staff to modify the behaviour are to be kept on iSAMS. Form tutors should be heavily involved in engaging the pupil in positive behaviour. If there is a repetition of the behaviour the pupil may lose part of their break time and/or privilege time. (This can be escalated in stages at the discretion of the teacher where more time is removed for repeat offences up to a maximum of 20 minutes.)

Repeated failure to improve the behaviour may result in a written warning on iSAMS.

Teachers are also able to add 'Concerns' to an individual pupil's record on iSAMS. Whilst these concerns do not always reflect poor behaviour, they can help to build a picture of the pupil. Class teachers and tutors will consider these concerns when managing the individual's behavioural and pastoral needs. Although not exhaustive, concerns can be allocated for the following:

- Being late to class
- Poor organisation
- Forgetting kit or equipment
- Poor presentation of uniform

If, despite these steps, the behaviour is still repeated and not modified, a report card or Positive Progress Plan can be issued to set targets for the boy to encourage and support good behaviour. If the behaviour continues to be an issue the tutor will instigate a meeting with parents to discuss the situation and to look to work together to modify the behaviour of the child.

If the strategies employed by the form tutor are unsuccessful and a pupil does not modify his behaviour and continues to re-offend he is progressed to stage 2.

Stage Two – Head of Section

If, despite the efforts of the Form tutor, there is no positive change in the behaviour and it is impacting on the learning, safety or happiness of the pupil or others, the Head of Section will request a meeting with parents to discuss the issue. At this stage the boy will have a meeting with the Head of Section. A record of behaviour continues to be co-ordinated by the form tutor however a positive behaviour plan may be initiated which will highlight specific behaviours which need to be improved. The pupil is obliged to discuss his behaviour and why it is unacceptable, and he is informed of the consequences of a recurrence. Appropriate targets are agreed and the pupil is made aware of the time scale that operates and the consequences of not meeting the agreed targets. A record is kept and parents will receive a copy of the behaviour plan if one is initiated. Where consent is granted by parents, an appointment may be made for the boy with the school counsellor by the form tutor.

It is appropriate at this point when considering sanctions to include representing the school in sports fixtures, attending school clubs and being allowed on school trips. The decision to progress to this will be the responsibility of the Section Head

Stage Three – Head of Section

If despite the efforts of staff and Section Head the behaviour has not improved, parents will be contacted either by phone, email or by letter and required to meet to discuss the behaviour. The meeting will involve the pupil's parents and may also involve the Form Tutor, and/or Head of Section.

Assessment by external agencies may be recommended and it may be a condition that parents accept such a recommendation if their child is to be allowed to remain at the school. A Behaviour contract will be drawn up and signed by pupil, parent(s) and the Head of Section, reviewed on a weekly basis with a copy going home to parents every weekend.

At this stage a mentor (normally their form tutor) will be appointed for the pupil. They will meet with the pupil every day and the Head of Section will review the report on a weekly basis.

Stage Four – Senior Master

In the instances where a boy is not responding to the guidance and encouragement to change his behaviour or where there has been a serious incident the Senior Master will meet parents to discuss the behaviour. The Head of Section and Form Tutor may also be involved in the meeting at the discretion of the Senior Master. Where there has been an ongoing situation, records will be discussed and a PIP (pastoral intervention plan) may be drawn up in conjunction with boy, parents, Head of Section and any other relevant staff with clear targets and expected outcomes.

Where a child continues to be disruptive in class or his behaviour is unacceptable he may be internally excluded for whole or part of a day. This will involve him being removed from his lessons and working in isolation under the supervision of designated members of staff.

In an instance where behaviour, in the opinion of the Senior Master, is considered to either be totally unacceptable or the pupil is not responding to the support, he will be referred to the Headmaster.

Stage Five - Headteacher

A pupil may be required to leave the school because his behaviour has been consistently unacceptable and he has chosen not to respond to any of the measures put in place by the Pastoral Care Team or he has been involved in unacceptable behaviour, or has brought the school into disrepute. Actions that are dangerous to others or diminish the quality of education or well-being of others fall into this category. The decision to exclude either for a fixed term or permanently is the responsibility of the Headmaster.

In the event that a pupil has progressed through the stages outlined above, all reasonable methods will have been undertaken to effect a change.

Where the Headmaster is of the opinion that the conduct or progress of the pupil has been unsatisfactory, or if the pupil, in the judgement of the Headmaster, is unwilling or unable to profit

from the educational opportunities offered and removal is considered warranted, he may use his discretion not to permanently exclude the pupil immediately, but to give parents the opportunity to find another school for him within a stated time scale. If this opportunity is not taken, the pupil will be permanently excluded. (See Clause 6 of the Standard Terms & Conditions).

Disciplinary action against pupils making malicious allegations against staff

Where a pupil has been found to have made a malicious allegation against a member of staff they may be subject to disciplinary procedures including fixed term suspension or permanent exclusion. The Headmaster will be responsible for managing the disciplinary action in all cases of malicious allegations against staff.

Appendix 2

Pastoral Intervention Plan (PIP)

This can be initiated at any stage if it is felt that the level of the support required by the pupil is deemed necessary by the Pastoral team but it is generally implemented when a pupil has reached Stage Four of the Behaviour Policy. It is generally administered by the Senior Master in conjunction with members of the Pastoral Care team, Form Tutor and Head of Section. Its aim will be to provide a final chance for a pupil at risk of temporary or permanent exclusion by considering all options available to help the pupil to continue at The Beacon. In addition to internal measures, it will also formalise meetings with parents to discuss their son's progress.

A meeting of the PIP panel will be arranged including parents (and the pupil, if felt appropriate) to review the targets and any reports from external. If the targets set are being met and the general feeling of the meeting is that the pupil's poor behaviour is being successfully modified, the panel will decide on an appropriate date at which to meet again. It is possible that new targets may be set.

If the agreed targets have not been met or there is evidence that the pupil's behaviour has deteriorated (assuming that this has not resulted in another period of exclusion), the parents will be advised that their son's future at The Beacon is in jeopardy and they may wish, at this stage, to seek the school's help in finding an alternative school for their son. The matter will be referred to the Headmaster who will decide whether fixed term or permanent exclusion is required at this stage or whether the PIP should be given a further, short period to run. If the latter, it will be agreed and understood by parents that this is a final chance. A formal letter will be written to the parents making the school's position clear with regard to any further misdemeanours on the part of their son; a copy of the letter will be sent to the Chairman of Governors and the Chairman of the Governors' Education Sub-Committee.

Appendix 3

Procedure for Internal, Fixed Term and Permanent Exclusion

It will be clear from the aims cited in the Behaviour Policy that internal, fixed term or permanent exclusion would be deemed a serious disciplinary measure taken only in exceptional circumstances.

The Behaviour Policy sets out clearly what is expected of pupils at The Beacon in terms of behaviour and good manners as well as the disciplinary procedures to be followed if a pupil fails to meet these expectations. The intention of the Behaviour Policy is to codify responses to incidents of poor behaviour and to establish as precisely as possible the level at which such incidents are to be treated. It allows, in particular, for the formal involvement of parents at the stage where a pupil's misbehaviour goes beyond what may be dealt with exclusively through internal sanctions. Communication with parents is crucial to the effectiveness of The Beacon's approach to discipline.

Stage Four of the Behaviour policy refers to the possibility of an internal, fixed term or permanent exclusion as a response to poor behaviour on the part of a pupil. The Headmaster may, at his

discretion decide that permanent exclusion is required immediately. However, where this is not the case, the present document aims to clarify and to establish the process which will be followed if Fixed Term or permanent exclusion is decided upon.

Internal Exclusion

Where behaviour of the pupil has been judged to have been serious enough by the Senior Master, a period internal exclusion will be applied where the pupil will work under supervision on his own for a period of time designated by the Senior Master. It will be a minimum on half a day and maximum of two days.

The pupil will have work set by his teachers and a daily meeting with the Senior Master.

First Fixed Term Exclusion

The Headmaster, in consultation with other colleagues (likely to include the pupil's form tutor, the appropriate Head of Section and the Senior Master) takes the decision to exclude the pupil. A first exclusion will normally be for no longer than two working days unless, in the opinion of the Headmaster, a longer period is warranted by the particular offence. The parents of the pupil will be informed of the Headmaster's decision by telephone and asked to come and collect their child at the earliest possible moment. The child will be supervised whilst he awaits collection. A formal letter will be sent to the parents explaining the exclusion and indicating the time at which the child will be welcome to return to the school. The letter will also give details of the Pastoral Intervention Programme (see below) which will come into effect immediately, if it has not already been initiated. A copy of the Headmaster's letter will be sent to the Chairman of Governors.

Second Fixed Term Exclusion

The Headmaster, in consultation with other colleagues (likely to include the pupil's form tutor, the appropriate Head of Section and Senior Master) takes the decision to exclude the pupil. A second exclusion will imply that the pupil is already at Stage Four of the Behaviour Policy and that he has been previously excluded for a disciplinary misdemeanour. A second exclusion will be for minimum of three working days. The parents of the pupil will be informed of the Headmaster's decision by telephone and asked to come and collect their child at the earliest possible moment. The child will be supervised whilst he awaits collection. A formal letter will be sent to parents explaining the exclusion and indicating the time at which the child will be welcome to return to the school. The child will in all likelihood already have been placed on a Pastoral Intervention Programme (PIP) as a result of previous misdemeanours and the letter will also give details of a meeting between the pupil's parents, the Headmaster and some or all of the members of staff associated with the PIP at which the child's future will be discussed and agreement will be required as to the next appropriate course of action. A copy of the Headmaster's letter will be sent to the Chairman of Governors.

Re-integration Interviews

Where a pupil has been temporarily excluded, he will have an interview with either the Headmaster or Senior Master on his return to school before going to his first lesson.

The aim of the meeting is to discuss previous behaviours and to make it clear what the school's expectations are going forward. It will also discuss what strategies and support are needed to help the pupil in his re-integration.

Permanent exclusion

The Headmaster, in consultation with other colleagues (likely to include the pupil's form tutor, the appropriate Head of Section and the Senior Master) takes the decision to exclude the pupil permanently.

The parents of the pupil will be asked to come and meet the Headmaster where the decision will be communicated. A formal letter will be sent to parents explaining the reasons for this exclusion, offering academic support for a limited period of time (not exceeding half a term or a period of four weeks, whichever is the shorter), and offering help in finding an alternative school for their son, if appropriate. The pupil's form tutor will undertake to see that school work is set and sent to the pupil in order to keep him in touch with his academic studies pending a decision as to his future.

A copy of the Headmaster's letter will be sent to the Chairman of Governors.

Representations to the Governors' Discipline Committee

Parents have the right to make an appeal against exclusion. In the case of fixed term or permanent exclusions, appeals will be retrospective and will, of necessity, deal with the issue of the pupil's record (i.e. If the exclusion is found on appeal to be unwarranted, there will be no mention of it on the pupil's record.).

Parents wishing to make an appeal should write to the Chairman of Governors, who will then contact and convene a meeting of the Discipline Committee which, at The Beacon, is made up of all or some members of the Education Sub-committee. This meeting should take place between the 6th and 50th school day (for fixed term exclusions) or the 6th and 15th school day (permanent exclusions) after the Chairman has received the parents' request. Parents will be informed of the date of the committee's meeting and will be invited to make written submissions to the committee or to come in person to represent their case.

The Committee will consider all the written and oral evidence relating to the case and will decide either to endorse the Headmaster's decision or to reinstate the excluded pupil.

Appendix 4

Information for Teachers – Rewards and Sanctions

A record of rewards, incidents, sanctions and actions taken as well as communications must be kept on iSAMS. Rewards should be used to recognise and acknowledge behaviours which we would like modelled in the school. Sanctions should be applied fairly and consistently to all pupils, taking account of all circumstances, including the child's age, and within a context of positive reinforcement of good behaviour. Punishments that are humiliating or degrading should never be used. *You should not shout at the pupils.*

At all stages the Class Teacher or tutor is to be kept informed in writing of events. Written records must be kept on iSAMS once a boy engages in any significant behaviours or is involved in any significant incidents.

Guidelines to appropriate sanctions for each stage are:

Form Tutor – Subject Teacher

- Verbal Warning
- Removal from the group - in class (e.g. to sit by teacher)
- Letter of apology from pupil
- Withdrawal of break, lunchtime privileges i.e. stand by duty teacher on astro.
- Carrying out a useful task in the school (e.g. picking up litter, tidy the changing rooms, classroom)
- Loss of Golden Time, break time, privilege time.

If, having used one or more of the behaviour modification strategies the child continues to repeat the behaviour a written warning should be entered in the planner and recorded on iSAMS.

For continued poor behaviour or in extreme cases of inappropriate, disrespectful or violent behaviour, a debit may be issued. Parents must be contacted to explain the circumstances, the debit must be signed by them and returned to the Senior Master who will speak to the boy and record it on the child's file.

Report card/Positive Progress Plan - organised by Form Tutor on a daily basis and reviewed on a weekly basis by Section Head.

Stage 2 and 3 Section Head

Positive Behaviour Plan

Withholding participation in any after-school clubs, school trips or sports events that are not an essential part of the curriculum.

Withdrawal from a particular lesson, and sent to the Senior Master or other senior member of staff to continue work set by teacher.

Behavioural Contract agreed and signed by pupil and parents to be reviewed on a weekly basis.

Stage 4 – Senior Master

Where a child's behaviour in class has resulted in him repeatedly being removed from the lesson(s) he may be internally excluded for whole or part of a day.

Pastoral Intervention Plan may be initiated.

If this behaviour continues he may be referred to counselling or assessment with an outside agency at the cost to parents.

If parents refuse counselling then HM may progress to Stage 5 immediately.

Stage 5 – Headmaster

Fixed term or Permanent Exclusion

Appendix 5

The Beacon Values which Pupils are expected to uphold.

| | |
|-------------|---|
| Integrity | We behave with honesty and integrity. |
| Respect | We value all individuals, showing respect, care, empathy and understanding for others, and learning to place trust in others. |
| Achievement | We strive for and value intellectual, sporting and creative achievement, supporting and celebrating one another's endeavours. |
| Well-Being | We strive to promote wellbeing, both physical and emotional: developing strength, resilience and confidence. |
| Courage | We value aspiration and the courage to take risks. |

Pupils are expected to have good manners and try to follow the guidelines which indicate what is always expected of Beacon pupils:

- Behave in a quiet and orderly manner, both in and out of school. • Enter and leave classrooms quietly and be on time for all lessons.
- Walk (not run) around the school.
- Show care and consideration for others at all times.
- Be helpful to visitors.
- Be polite and courteous.
- Bring the correct equipment to lessons.
- Complete prep and hand it in at the appropriate time.
- Show respect for other people's property.
- Hold doors open for adults and not interrupt conversations between staff.
- Never draw attention to, make fun of or mock differences between people or their abilities.

Guide to Good Manners It is expected that to be a pupil at The Beacon you will always act with courtesy, care and consideration towards others. Do not be shy about using good manners.

Most good manners involve Common Sense:

- Always show care and consideration for others.
- Enjoy a laugh, but with others not at them.
- Do not be unkind to anyone.
- Look after your own possessions and leave other people's possessions alone.
- Always aim to be tidy, polite and helpful.
- Always behave in a quiet and orderly manner, both in and out of school.

Appendix 6

Guidance on Physical Restraint or Force

Limitations on use of Physical Force to Restrain a Pupil

The use of force to restrain or control is limited to certain specific circumstances, and must only be directed at preventing a pupil from:-

- committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility);
- injuring themselves or others;
- causing damage to property (including the pupil's own property);
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or out of school on an organised school activity.

The provisions of the Policy apply wherever a teacher has lawful control or charge of a pupil, including on a field trip or other authorised out of school activity.

The following are examples of situations which may fall within the categories listed above:

- A pupil attacks a member of staff or another pupil.
- Pupils are fighting (and cannot be persuaded to desist using spoken commands);
- A pupil is engaged in rough play or misuse of dangerous materials or objects where there is a clear risk of causing injury or damage by accident.
- A pupil is running in a corridor or on a stairway in a way in which he or she might have, or cause, an accident likely to injure himself or another.
- A pupil absconds from a class or tries to leave school (this applies only if the pupil could be at risk if not kept in the classroom or at school).
- A pupil persistently refuses to obey an order to leave a classroom.
- A pupil is behaving in a way that is seriously disrupting a lesson (and refuses to desist or leave the classroom).

There being no legal definition of “reasonable force”, the particular circumstances of the incident are likely to be taken into account in the event of a legal challenge. The following guidelines are intended to help define what, it is to be hoped, will be regarded as common sense by all members of The Beacon’s adult community:

- Force should only be used after efforts have been made clearly and unambiguously to bring about the desired outcome through voice commands and any other available strategies.
- Before proceeding to use force, the pupil should be warned that this will be the next step if the poor behaviour does not cease immediately.
- The minimum amount of force should be used in all circumstances in order to achieve the desired outcome.
- The degree of force used must be in proportion to the circumstances and the seriousness of the behaviour or the consequences it is intended to prevent.
- Throughout the application of force, the pupil should be told that the restraining force will stop as soon as the pupil co-operates.
- The adult(s) should remain calm and measured; the impression should never be given that the adult is acting out of anger or frustration.
- Adults should only intervene physically when they judge that the outcome is likely to be successful; in other words, they should not put themselves at undue risk.
- The force used should be clearly intended to restrain or control and never to punish. Holding, leading, steering and blocking a path or exit, for example, may all be considered acceptable; striking, kicking, pulling hair or gripping around the neck, for example, would not.
- Consideration should be made before using force for any disabilities or Special Educational Needs which a child involved in the incident may have.

Written reports should be made on iSAMS of anywhere force is used. The Headmaster should be informed specifically that such a record has been made. The record should contain the name of the pupil involved, the location of the incident, the names of witnesses (staff and pupils), a detailed account of the incident (including steps taken to calm the situation and the degree of force used), the pupil’s response to the outcome of the incident, details of injury suffered by the pupil directly concerned, by another pupil or a by member of staff and details of any damage to property.

The Headmaster or Senior Master will inform the parents of an incident involving their child and give them the opportunity to discuss it; whether the report to parents is made orally or in writing is at the discretion of the Headmaster, but either way, the parents must be informed. What happens if a pupil complains when force is used on them?

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

Appendix 7

Restraint - Incident Report Form

1. Basic INFORMATION

Name of Pupil _____ Class _____ Tutor Group _____

Name of Member(s) of Staff involved _____

2. Events LEADING to this incident.

2.1 Where did the incident occur? _____

2.2 When did the incident occur? Time _____ Date _____

2.3 How did the incident begin? _____

3 Describe the INCIDENT

3.1 What was happening at the time? _____

3.2 Was anyone else involved? _____

3.3 Did anyone else see what happened (give details) _____

3.4 What behaviour was the pupil representing that warranted restraint?

3.5 Was there damage to property or an assault on a pupil or staff during this incident?

3.6 What did you do to try to defuse the situation before using restraint?

3.7 How was the pupil restrained (describe) _____

3.7 (i) For how long? _____

3.7 (ii) By how many staff members ? _____ -

3.7 (iii) Were they authorised ? _____

4. Injuries Sustained

4.1 Was anyone injured? YES/NO

If yes, give details _____

4.2 Was this incident recorded on iSAMS? YES/NO

4.3 Was the pupil checked for injuries by a member of staff not involved in the incident?
YES/NO

If yes, by whom _____

5. Implications for future planning

5.1 What do you think this behaviour was about? _____

5.2 What would you do differently next time to avoid the need for physical restraint?

5.3 Are other staff aware of the need for a planned response to the pupil? YES/NO

6. Follow up Action

6.1 The incident was reported by _____

6.2 Parent/Carer was informed by (tick) Telephone ____ Personally ____

When were they informed? Time _____ Date _____

Incident form completed by _____

Post Held _____

Date _____

Copies to: Headmaster, Senior Master and Head of Section

Other departmental advice and guidance you may be interested in

Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders (2002)

Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties (2003) Use of Reasonable Force – Advice for Headteachers, Staff and Governing bodies (July 2013)