



BEHAVIOUR POLICY

Introduction and Aim

This policy puts into effect the Governing Body's *Statement of Principles for Promoting Good Behaviour*.

This policy is reviewed on a regular basis by the school's Leadership Team and the Governing Body's Community, Teaching, Learning and Community Committee. Upon each review of the policy, the Leadership Team, line managers and the CTL Committee must ensure that any impact of the provisions of this policy on staff work/life balance and wellbeing is considered and taken into account and, where appropriate, the provisions are amended in light of those considerations

The policy has undergone Equality Impact Assessment in accordance with the School's Public Sector Equality Duty under the Equality Act 2010.

The aim of this policy is to create a climate in which excellent teaching and learning can take place, where there is mutual respect, and where achievement is valued, encouraged and rewarded. We believe that high-quality teaching promotes effective learning and encourages good behaviour. We expect to teach students to take responsibility for their actions and accept the consequences of their behaviour choices.

Scope

This policy applies on school premises during school hours, on visits and trips, during any other events or occasions related to the school and any occasions where the students are the responsibility of staff. The policy applies when the students are off site on study leave or work experience.

When students are travelling to and from school in uniform (and when in own clothes on non-uniform days) they are considered to be representing the school and therefore the policy applies. This includes Sixth Form students who remain subject to school jurisdiction during the school day, even if off site. The school reserves the right to take interest and impose sanctions for any misconduct by any student at any time, beyond the bounds of the school day, week and term, where such misconduct prejudices the good order and welfare of the school, its staff and students or brings the school into disrepute.

Principles

Everyone should:

- Treat all others fairly and with respect
- Act in a safe and responsible manner
- Come to school prepared for learning
- Show respect for the learning of others
- Listen to the views and opinions of others
- Take care of the school's and each other's property
- Take care of the school environment

It is the school's belief that good behaviour is encouraged by praise and encouragement and this should outweigh consequences. All rewards and consequences must be applied fairly and consistently and in accordance with the school's Single Equality Scheme.



BEHAVIOUR POLICY

Roles and responsibilities

Head

The Head's role is to put into effect the Governing Body's *Statement of Principles for Promoting Good Behaviour* and to determine the details of the standard of behaviour acceptable to the school where this has not been specifically determined by the Governing Body. In particular, the Head will:

- Promote self-discipline and proper regard for authority among students
- Encourage good behaviour and respect for others
- Strive to prevent all forms of bullying
- Ensure that this policy is implemented by staff and students
- Ensure that students complete assigned work
- Ensure that the guidance relating to fixed-term and permanent exclusion is adhered to and that parents, the Governing Body and the local authority are informed of exclusions accordingly

Staff

All staff are expected to promote self-discipline amongst students and to deal appropriately with any unacceptable behaviour. Staff have a responsibility to ensure that behaviour in their classrooms is conducive to good learning. Students should follow the behaviour diamond and any behaviour that disrupts their own learning and that of others will result in a consequence using the *Behaviour Diamond* (see Appendix 4 – Behaviour Diamond). Training in behaviour management will be provided as appropriate. In particular, staff will:

- Act as role models of good behaviour
- Reward good behaviour and achievement as set out in this policy and record it as appropriate
- Intervene promptly in any situation where behaviour is difficult or dangerous
- Apply behaviour management strategies and consequences consistently and fairly
- Ensure that the work they prepare for students is appropriate, stimulating, interesting and challenging
- Promote a positive working environment which is conducive to high quality learning
- Take into account the needs and circumstances of individual students with particular identified difficulties, such as a disability, when implementing the policy
- Work in line with the Hertfordshire STEPS training for more challenging students who have an individual risk reduction plan

All staff have the right to apply consequences and reward students according to this policy.

Students

In addition to following the *Behaviour for Learning* code of conduct, students should:

- Behave well at all times and live up to the expectations of the school
- Allow teaching and learning to proceed without disruption or interference
- Report dangerous situations immediately to a member of staff
- Co-operate with all members of the school
- Complete home learning as assigned by their teachers
- Comply with school uniform requirements
- Not bring any dangerous or banned items onto the school site.

Parents

Parents/carers are expected to encourage their children to show respect for school rules and to support the school's authority to apply consequences to its students. The most important



BEHAVIOUR POLICY

things that parents can do are ensure that their children attend school punctually every day and come equipped and ready to learn.

Parents/carers will be asked to sign the *Home-School Agreement* when they join the school. We also ask parents/carers to attend parent meetings and to sign their child's planner on a weekly basis. Where difficulties arise, the school will seek to work co-operatively with parents and carers to support the necessary changes in a student's behaviour.

Practice and procedures

The school will set high standards and will encourage good habits of work and behaviour from the moment a child enters the school. The policy will be communicated to students and parents through a number of channels, and will be implemented using a structured set of rewards and consequences (up to and including exclusion), defined policies on the use of search and confiscation and of reasonable force. A number of support systems will be in place to help improve behaviour. Each of these elements is described in more detail in the following sections.

Communication

The Head will publicise the policy once per year to students, parents and staff and it will be made available on the school website.

The school's *Behaviour for Learning* code of conduct (see Appendix 1 – Behaviour for Learning – classroom statement) and the *Rewards and Consequences 'Behaviour Diamond'* (see Appendix 4 – Behaviour Diamond) will be displayed in all teaching rooms and included in the pupil Planner.

The *Home-School Agreement* will be signed by students, parents/carers and senior staff when a pupil is in year 7 and sets out the school's expectations and principles of joint working.

Rewards

Rewards are seen as the most positive way to encourage good behaviour, motivation and learning. We expect to reward:

- Good or improved school work
- Good or improved behaviour
- Positive effort
- Excellent attendance
- Commitment to extra-curricular activities
- Contribution to House events, charity activities etc.
- Contribution to the positive ethos of the school e.g. care shown for others

The school uses a variety of ways to recognise good behaviour and a positive attitude to learning and these are described in more detail in Appendix 2 – Rewards summary.

Consequences

When necessary, appropriate educational and protective consequences that are reasonable and proportionate will be used. The purpose of these will be to help students reflect on their own behaviour and the impact this has on others, to deter them from repeating that behaviour.

The consequences allowed by the Governing Body are:

- Completion of work at home or extra work (in school or at home)
- Carrying out useful tasks to help the school or in the spirit of restorative justice e.g. litter picking as a punishment for dropping litter



BEHAVIOUR POLICY

- Detention (within or outside school hours within the legislative restrictions on detention set out in sections 91 and 92 of the [Education and Inspections Act 2006](#))
- Removal from a group, class or particular lesson or activity
- Withdrawal of break or lunchtime privileges
- Withholding participation in educational visits, sports events or other activities which are not essential to the curriculum
- Internal suspension
- Fixed term and permanent exclusion, carried out in accordance with [Exclusion from maintained schools, Academies and pupil referral units in England](#)

Some more details of application and operation of consequences are given in the sections below and a summary of the appropriate use of consequences is shown in Appendix 3 - Consequences summary.

Home Learning

Home learning is seen as making an important contribution to student progress. Students are expected to note home learning in their planner and complete it punctually to the best of their ability. Students can be supported with home learning by attending Extended Learning Club.

Students who fail to complete home learning will typically be detained at lunchtime or after school. Students who are regularly missing home learning deadlines or require a place to complete home learning will attend Extended Learning Club. Year 11 students may have exam leave withdrawn if the school feels they do not have sufficiently good study habits to use this time profitably. Sixth Formers may have their right to work at home during study periods withdrawn.

Serious misbehaviour

Where appropriate the school will seek to employ strategies short of permanent exclusion which it regards as the last resort. However, some kinds of dangerous behaviour are so serious that they carry a risk of fixed term or permanent exclusion for a first offence. These are usually behaviours that threaten the security and well-being of individuals or all or part of the school community, for example

- Serious actual or threatened violence against another student, member of staff, group or against the school as a whole (in the case of the latter this would include behaviour such as a bomb hoax or the unjustified sounding of the fire alarm)
- The use of abusive language towards a member of staff
- Sexual, racial, homophobic or religious abuse or assault directed against another individual
- Involvement with illegal substances such as bringing a substance on to the premises, supplying, offering to supply or arranging to supply a substance for another student
- Carrying and/or using a weapon, potential weapon or imitation weapon or other dangerous item such as fireworks
- Serious deliberate damage to school property or the property of others
- Theft
- A malicious allegation against a member of school staff
- Serious or repeated bullying

Other kinds of behaviours which, if confined to an isolated incident, might merit a lesser consequence will be regarded as far more serious if repeated after a warning or prior consequence, for example

- Disruption of teaching and learning
- Refusal to wear the correct school uniform
- Rudeness to or intimidation of staff or other students
- Bullying



BEHAVIOUR POLICY

- Bringing alcohol, cigarettes, matches or lighters onto school premises

Detentions

Students may be detained during break or lunchtime without prior notice and after school with notice. Students may be detained for up to half an hour at lunchtime and an hour after school. Students may also be detained for up to 10 minutes after school without notice.

Any detention will take precedence over any other activity such as a lunchtime club. Staff will give 24 hours notice for a detention after school either via the planner or a detention slip. It is the student's responsibility to ensure that this notice is shown to parents/carers and the detention remains in place if the student fails to do so. The school does not require permission from parents to detain students after school but will accommodate requests to re-arrange detentions for valid reasons such as medical appointments. This would not include any after-school clubs or activities in which a student may be involved.

Exclusions

Exclusions will be carried out in line with the statutory guidance: [Exclusion from maintained schools, Academies and pupil referral units in England: a guide for those with legal responsibilities in relation to exclusion](#). A summary of responsibilities is shown below.

The school's responsibilities:

- During the first 5 days of any exclusion the school will take all reasonable steps to set individualised work for the student. This may not be possible for one day exclusions where students may be expected to complete outstanding home learning or to use online study resources.
- From day 6 an excluded pupil must receive full-time education provided by the school, if the exclusion is fixed term, or by the Local Authority if the exclusion is permanent.

Parents'/carers' responsibilities:

- During the first 5 days of exclusion parents/carers must ensure their child is not in a public place during school hours without good cause. Parents/carers could be prosecuted or issued with a fixed penalty notice if they do not comply with this requirement.
- From day 6 parents/carers must ensure that the student attends full-time education by the designated provider.

Searching and confiscation

Head teachers and authorised staff have a statutory power to search students or their possessions without consent where they suspect that a pupil possesses knives or weapons, alcohol, illegal drugs, tobacco and cigarette papers, fireworks, pornographic images, stolen items or any item which the member of staff reasonably suspects has been, or is likely to be used to commit an offence or to cause personal injury to or damage to the property of any person. All middle and senior leaders are authorised to carry out such searches.

Where staff believe a student's phone contains sexualised images/videos they will confiscate the phone and pass onto the appropriate authority. They will not look through the phone.

Staff can also search a pupil without consent for any item banned as being prejudicial to school safety and discipline. Such items include lighters, matches and other incendiary devices. The school may search students for any other item with their consent. All searches will be carried out in accordance with guidance as outlined in [Screening, searching and confiscation](#).

The school is not required to inform parents before a search takes place or seek consent to search their child. Any items found in the course of such a search will be retained by the school to be disposed of or delivered to the police as appropriate.

The school also reserves the right to confiscate items which are not in themselves harmful but which are in contravention of the policy or otherwise prejudicial to a positive learning



BEHAVIOUR POLICY

environment. Such items include mobile phones which are being used in contravention of school rules or inappropriate items of uniform. Such items will be returned to the pupil. The period of confiscation is lengthened with each offence. The school will also confiscate items such as chewing-gum, which is banned in school, or food and drink items which are being consumed in prohibited areas. These items will not be returned. All staff are authorised to confiscate items from students.

Use of reasonable force

School staff have a legal power to use reasonable force to either control or restrain students to prevent students committing an offense, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom. This can range from guiding students to safety by the arm to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. Staff do not have the duty to physically intervene in situations where doing so would place themselves in danger. The use of reasonable force is outlined in more detail in the school's *Restrictive Intervention Procedure*. All interventions will be carried out in line with the principles outlined in the [Use of reasonable force](#) guidance document.

Discipline beyond the school gate

Staff will follow the behaviour policy and if necessary give consequences to students for misbehaving outside of the school premises when students are in any school-organised or school-related activity, travelling to and from school, wearing school uniform or are in some way identifiable as a pupil at the school, or their behaviour has repercussions for the orderly running of the school, poses a threat to another pupil or member of the public, or could adversely affect the reputation of the school.

The appropriate use of social media both within the school day and beyond the school gate is covered in the ICT code of conduct and policy and the appropriate consequence is appropriate depending upon the action of the pupil.

In all cases the behaviour will be dealt with via consequences whether the behaviour occurs on the school premises or elsewhere when the pupil is under the lawful control of the member of staff.

Support systems

The school has a number of mechanisms for supporting behaviour management.

These are:

- A well structured pastoral team comprising Form Tutors, Heads of Year, a Pastoral Assistant, an Assistant Head with a focus on students and families with a Deputy Headteacher overseeing
- Student Support base for withdrawal
- Pastoral area for further support and isolations
- Close links to a range of outside agencies to whom referrals can be made
- Clear strategies for behaviour management understood by all staff, including the *Behaviour Diamond* which is displayed in all teaching rooms
- Trained peer and staff mentors
- SENCO (Special Educational Needs Co-ordinator) supported by a strong Teaching Assistant team
- Well informed and experienced subject leaders and teaching staff
- Outreach support from a range of agencies, including Links ESC
- Provision mapping in line with STEPS training
- Individual Risk Reduction Plans where appropriate

In addition, Beaumont uses the service of a Family Support Worker through VISTA.



BEHAVIOUR POLICY

Students' who exhibit persistently poor behaviour will be placed on a Behaviour Support Plan under the jurisdiction of the Head of Year and in consultation with parents. This plan will outline the pupil's strengths as well as areas of concern and will outline strategies to encourage the student to improve his/her behaviour.

A student who is at risk of permanent exclusion or requires the support of one or more outside agencies will be placed on a Pastoral Support Programme. This will operate in a similar way to a Behaviour Support Programme but will typically involve a more intensive programme of support.

The table in *Appendix 3 - Consequences summary* gives an indication of the types of consequences which would typically apply. These consequences may be applied differently where Equalities legislation implies an individual approach to student behaviour management is required. Equally, where the school considers that the behaviour under review gives cause to suspect that the student is suffering or is likely to suffer significant harm, the safeguarding policy will be followed.

Bullying

The school seeks to be, as far as possible, a bully-free environment. A range of preventative strategies are in place to make students aware of bullying and how should they respond if they experience bullying or suspect it has taken place. All complaints of bullying by students will be taken seriously and investigated thoroughly. Full details of procedures are available in the separate *Anti-Bullying Procedure*.

Requirements specific to 6th form

Beaumont is committed to providing high standards of academic and pastoral support for students in the 6th form and also expects the highest standards of conduct. Students remain at school on a voluntary basis and therefore must comply with the expectations set out in the Sixth Form Code of Conduct. The Exclusion Policy for Sixth Formers recognises the expectations associated with academic progress, attendance and punctuality for students who are in post-16 education. As well as for the reasons which apply to the lower school, a student may be excluded if, despite advice and support, he/she is incapable of benefiting from a course due to his/her own behaviour and attitude to learning

Students will be withdrawn from a course if they are unable to complete the course for any of the following reasons:

- Regular non or late submission of work (less than 70% of work completed on time over the course of a term)
- Non-compliance with the rules of examining bodies
- Failure to submit coursework or to attend any internally administered examination such that they do not meet the examination board requirements
- Non-fulfilment of school and course requirements (including academic requirements to progress from year 12 to 13)
- Failure to meet the requirements of any behaviour or learning contract drawn up with the school

The school will provide support for any student who is experiencing difficulty with Sixth Form study.

The school may occasionally offer students who are unable to complete a school year for medical or other exceptional reasons which affects their attendance the opportunity to repeat that school year. This will be considered in cases when: a student needs to miss a large period of time at school to undergo medical treatment or for other reasons; the student's attendance and compliance with school requirements has otherwise been good; there is every expectation that the student will be able to attend regularly and meet expectations upon



BEHAVIOUR POLICY

his or her return. It will not be offered where the student has a history of sporadic attendance over a period of time.

Monitoring and evaluation

The Head will seek the widest possible agreement for this policy and will report annually to the Governing Body on its implementation.

The Governing Body will evaluate the impact of this policy through data received from the Head on fixed-term and permanent exclusions analysed by number, types of behaviour that resulted in exclusion, year group, gender and ethnicity and via the Annual Behaviour and Attendance Report. The policy will be reviewed every three years.

Related policies and guidance

This policy has undergone an Equality Impact Assessment in accordance with the school's Public Sector Equality Duty under the Equality Act 2010.

This policy should be read in conjunction with the following school policies/procedures:

- The Home-School Agreement
- ICT Code of Conduct
- ICT
- The Single Equality Scheme
- Prevention of Harassment and Discrimination Procedure
- Attendance Policy
- Policy on the Use of Physical Intervention
- The Anti-Bullying Strategy
- The Complaints Procedure
- Child Protection Policy
- The Plan for School Improvement
- Trips and Visits Policy

This policy has been developed according to the following guidance from the Department for Education:

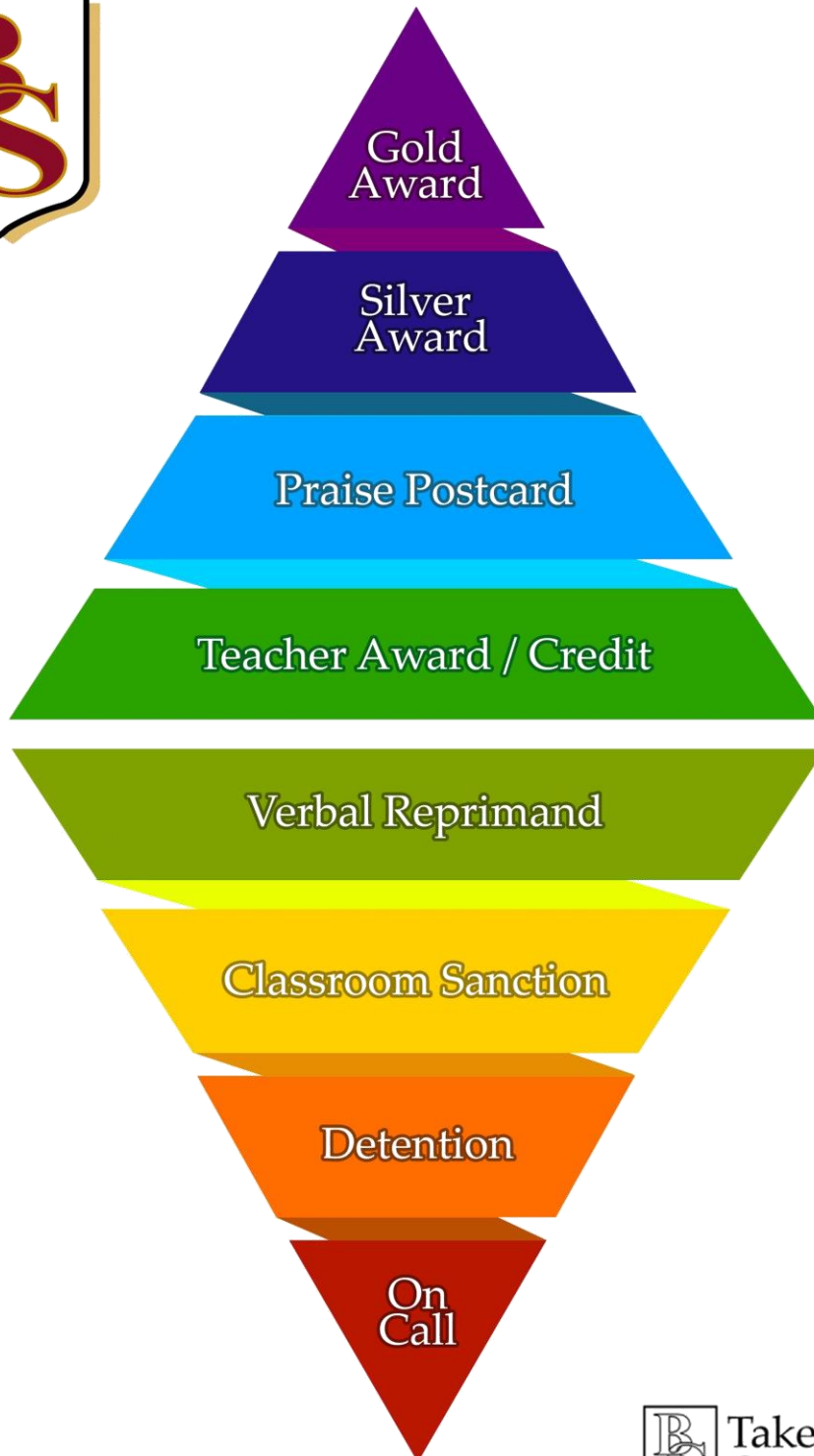
- Behaviour and Discipline in Schools (statutory)
- <https://www.gov.uk/government/Behaviour-and-Discipline-in-Schools-A-guide-for-headteachers-and-School-Staff>.
- Screening, searching and confiscation (statutory)
www.gov.uk/government/publications/searching-sreening-and-confiscation
- Use of reasonable force (non-statutory)
www.gov.uk/government/pulications/use-of-reasonable-force-in-schools
- Exclusion from maintained schools, Academies and pupil referral units in England
- www.gov.uk/government/publications/school-exclusion

This policy has undergone an equality impact assessment in accordance with the school's Public Sector Equality Duty under the Equality Act 2010.



BEHAVIOUR POLICY

Appendix 1 – Behaviour for Learning – classroom statement





BEHAVIOUR POLICY

BEHAVIOUR FOR LEARNING



Tune In

1. Arrive at your lessons on time, with all the equipment you will need and ready to learn.



Express Yourself

2. Follow all instructions quickly and without argument.



Ask Quality Questions

3. Make sure that your behaviour does not prevent other pupils from learning.



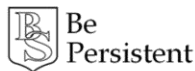
Take Ownership

4. Be polite and respectful to all staff and pupils.



Use Information

5. Always enter and leave the classroom in an orderly manner.



Be Persistent





BEHAVIOUR POLICY

Appendix 2 – Rewards summary

A summary of the rewards that will be used under this policy are set out in the table below.

Award	Awarded by	Reason for the Award	Recording Process
Green Slip	All staff	Good behaviour/work/attitude or improved behaviour attitude/work in lessons	Form tutor records on weekly spreadsheet, passed to Head of Year.
Credit	All staff	An excellent piece of school work, effort or contribution to others or the school community as a whole [Year 7]	Through e-portal and end of year report
Postcard home	All staff	An excellent piece of school work, effort or contribution to others or the school community as a whole [all students]	Through e-portal, via SSB
Effort and Achievement Award	Subject teachers	Excellent Effort or Achievement in a subject area	Through e-portal and end of year report
Pastoral Award	Heads of Year	Excellent contribution to the Form or Year Group, either over a period of time or a one-off act. An excellent school report or progress between termly reports.	Through e-portal and end of year report
Silver Award	Heads of Subject & Heads of Year	Sustained excellence of effort, attainment or progress throughout an academic year ; a one-off outstanding piece of work; a significant one-off act or sustained acts of charity or contribution to the school reputation or community	Through e-portal and end of year report
Subject Colour	Heads of Department	Sustained excellence of effort, attainment or progress within a subject across a Key Stage .	Through e-portal and end of year report
House Colour	Heads of House	Sustained excellence of effort or achievement within House activities or a one-off outstanding contribution to the House.	Through e-portal and end of year report



BEHAVIOUR POLICY

Gold Award	Head teacher	Sustained excellence of effort, attainment or progress across the curriculum; sustained, outstanding performance in one curriculum area (ie, <u>throughout the pupil's school career</u>); an outstanding one-off act or outstanding acts of charity or contribution to the school reputation or community	Through e-portal, end of year report and letter from Head
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BEHAVIOUR POLICY

Appendix 3 - Consequences summary

A summary of the consequences that will typically be used under this policy are set out in the table below. It should not be taken as an exhaustive list but should be taken as guidance only and individual circumstances of a pupil may lead to a different consequence. For example, a student may be withdrawn from a school trip or activity if their behaviour in school is poor or maybe required to complete some form of community service as part of a detention.

Action	Applied by	Typical Cause	Overseen By	Typical follow-up Intervention
Green slip	All staff	Lack of effort, incomplete work, low level disruption, lack of correct equipment	HofY	Recorded number of negative green slips, phone call home by form tutor, increased number passed to Head of Year
Detention *	All staff	Misdemeanours in lessons and around the school, dropping litter, failure to complete work, &c	HoS	Referral to Form Tutor via tear off slip. Form Tutor to retain an overview, liaising with parents and HoY where appropriate, use of Monitoring Cards, &c
'Lates' Detention	systematic	Failure to attend both break and lunchtime detentions	Deputy Head & HoYs	HoYs send standard letters home to parents of persistent offenders. AIO to write also in more serious, long-term cases.
Uniform detention	Form tutors	Three infringements of the uniform code in a half-term	Deputy Head and HoYs	Letters to parents if multiple infringements.
On Call Detention *	All staff	Persistent disruption of students' learning after interim, in-lesson sanctions have been used	Deputy Head & HoYs	HoS to monitor and provide support strategies, e.g. subject report card, short-term withdrawal from lessons. HoYs to maintain overview and support the actions of the HoS, use of Report Cards, &c. Two On Call removals in one week results in a one day Internal Isolation. Peer-mentoring support where appropriate.



BEHAVIOUR POLICY

Action	Applied by	Typical Cause	Overseen By	Typical follow-up Intervention
Internal Isolation	HoY & LT	Two On Call removals in one week; minor physical, written, or verbal aggression; defiant or cumulative bad behaviour	Link LT	Discussion with parent(s). BSP for repeat offenders, run by HoY External Agency involvement where appropriate: Links outreach, adult mentoring, &c
Fixed Period Exclusion	HT or DH	Directed swearing at staff; physical aggression towards staff or other students; inappropriate sexual behaviour; possession of or substance abuse; minor theft; bullying; cumulative reasons. Malicious communications via social media.	Link LT Readmission with HoY & LT	BSP (and Behaviour Contract) run by HoY. PSP for repeat offenders, involving External Agency and a possible adapted timetable. Multi-agency assessment including a CAF where appropriate. LT link to oversee persistent offenders. Referral to Inclusion Panel / Links ESC / Governors Disciplinary Committee for persistent offenders.
Permanent Exclusion	HT	Sexual abuse or assault; repeated bullying Dealing in a banned substance; Carrying an offensive weapon; Serious or actual violence; serious theft: malicious allegation against staff Cumulative reasons	HT [Liaison with Links ESC and other external agencies]	Referral to the Links ESC under the 'Sixth Day Protocol'



BEHAVIOUR POLICY

Appendix 4 – Behaviour Diamond

