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		Required by law

Introduction and Aim

This policy puts into effect the Board of Trustees *Statement of Principles for Promoting Good Behaviour*.

This policy is reviewed on a regular basis by the school's Leadership Team and the Board of Trustees' Community, Teaching and Learning 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.

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Roles and responsibilities

Headteacher

The Headteacher's role is to put into effect the Board of Trustees *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 Board of Trustees. In particular, the Headteacher will:

- Encourage good behaviour and respect for others
- Secure an acceptable standard of behaviour of students
- Promote among students, self-discipline and proper regard for authority
- Strive to prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Ensure that students complete assigned work in connection with their education
- Otherwise regulate the conduct of students
- Ensure that this policy is implemented by staff and students
- Ensure that the guidance relating to suspensions and permanent exclusion is adhered to and that parents, the Board of Trustees and the local authority are informed of exclusions accordingly
- The Headteacher appoints the Pastoral Team to oversee and monitor behaviour in the school made up of: Deputy Headteachers, Assistant Headteachers, Heads of Key Stage 3,4 and 5, Heads of Year 8,9,10,11,12 and 13 as well as Pastoral Assistants in Key Stage 3,4, and 5.

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 Expected Behaviour, Norms and Routines (Appendix 1 and 2) and any behaviour that disrupts their own learning and that of others will result in a consequence using the Behaviour Chart (Appendix 1) Training in behaviour management will be provided as part of the CPD programme and support put in place for any member of staff who request or needs it. All staff will be trained in the Hertfordshire STEPS approach for behaviour to ensure they have the strategies in place for the more challenging behaviours. In particular, staff will:

- Ensure in all lessons, and half termly, that staff remind students of the Expectations, Norms and Routines and consequences of not following these.
- 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 (Appendix 3 and 4)

Students

In addition to following the Expected Behaviour, Norms and Routines, students should:

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- On joining the school students will be taught what the Expectations of Behaviour, Norms and Routines are and what they mean.
- 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.

Students with SEND/Mental Health Needs

The expectation is that all students will be able to follow the clear expectations, Norms and Routines of the school. However it is recognised that some behaviours are more likely to arise from types of SEN or disabilities. Under the Equality Act 2010 we recognise that the school should make reasonable adjustments for students with SEN, and have a duty to use our 'best endeavours' to meet the needs of those with SEN under the Children and Families Act 2014. The school will work with families to look at the triggers and where possible put preventative measures in place.

Parents/Carers

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 things that parents/carers can do are ensure that their children attend school punctually every day, and come equipped and ready to learn, and is aware of the school's behaviour policy and its rewards and consequences.

Parents/carers will be asked to sign the *Home-School Agreement* when they join the school.(and any updated versions whilst at 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 Permanent 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 Headteacher will publicise the policy once per year to students, parents/carers and staff and it will be made available on the school website.

The school's Expected Behaviour, Norms and Routines (See Appendix 1, and 2) and the Behaviour Chart showing the Rewards and Consequences (Appendix 1) will be displayed in all teaching rooms and included in the pupil Planner.

The *Home-School Agreement* will be signed by students, parents/carers when a pupil is in year 7 (or joins the school) and sets out the school's expectations and principles of joint working. (Appendix 5)

Rewards

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

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- 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 3 –Appendix 3- Rewards summary.

Consequences

The school recognises that students want to behave in line with the School's Expectations, Norms and Routines, but sometimes this does not happen. In these cases we try to understand why the student has acted as they have, and try to get the student to understand and reflect on how they have behaved. This will be through either a targeted conversation with the student, a phone call with parents, and if necessary inquiries into the students behaviour/circumstances in all lessons, outside of lessons and outside of school.

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 Board of Trustees are:

- 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](#))
- 'On call' (the removal for the remainder of the lesson/activity due to the disruption of learning of other students). Where a student has been 'on called' from a lesson, where possible they will be provided with the remaining work for that lesson and will work in the Key Stage area. The student will complete a reflection activity which will then be discussed with the Head of Year/Key Stage at a later date. They will also have a discussion before returning to their next lessons to ensure the students is in the correct frame of mind to return to lessons
- Withdrawal of break or lunchtime privileges
- Placed 'on report'
- 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
- Withholding participation in educational visits, sports events or other activities which are not essential to the curriculum
- Internal Isolation. (the removal from lessons for morning/afternoon or all day. This will happen either where an investigation into an event is taking place, and for the students safety or the safety of others needs to be isolated away from other students. Or as a result of their behaviour and it is deemed necessary that they have time away from other members of their form/class) The student will work outside the Deputy Headteacher's offices and be provided with work for the length of the isolation. A reflection activity/conversation will take place during the day as well as a meeting with the student and their parents/carers.
- Suspensions 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 4- 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 check on their google classrooms, and complete it punctually

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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.

Detentions

Any member of staff employed by Beaumont School may give a detention to a student.

Students may be detained during break or lunchtime without prior notice and after school with notice. Students may be detained for up to 50 minutes at lunchtime, still allowing students time to go to the toilet and will be allowed to eat and drink during the detention, 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 communication with home. 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.


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 a suspension 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

- Child on child abuse- Appendix 11 in the Child Protection Policy sets out how the school will deal with Child on Child abuse (Appendix 6 in Behaviour Policy)
- 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/flares/penknife
- 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
- Bringing alcohol, cigarettes, vapes, matches or lighters onto school premises

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Suspensions and Permanent Exclusions

The Headteacher is the only person who can issue a suspension or exclusion, but in his absence this can be delegated to a Deputy Headteacher. A suspension or permanent exclusion will only be used when it is absolutely necessary and in the case of a permanent Exclusion as a last resort.

Suspensions and Exclusions will be carried out in line with the statutory guidance: Suspensions and Permanent Exclusions from maintained schools, academies, and pupil referral units in England. A summary of responsibilities is shown below.

Suspensions:

The school's responsibilities:

- During the first 5 days of any suspension or exclusion the school will set individualised work for the student, in most cases on google classroom.
- From day 6 of a suspension, either cumulative over a term or as one ongoing suspension, the Board of Trustees are responsible to arrange Full Time education at another venue. A suspended student must receive full-time education provided by the school.

Parents'/carers' responsibilities:

- During the first 5 days of suspension parents/carers must ensure their child is not in a public place during school hours without good cause.
- From day 6 parents/carers must ensure that the student attends full-time education by the designated provider.

Permanent Exclusions

The school's responsibilities:

- During the first 5 days of any Permanent exclusion the school will set individualised work for the student, in most cases on google classroom.
- From day 6 of a Permanent Exclusion, the Local Authority are responsible to arrange Full Time education at another venue.

Parents'/carers' responsibilities:


- During the first 5 days of a Permanent exclusion parents/carers must ensure their child is not in a public place during school hours without good cause.
- From day 6 parents/carers must ensure that the student attends full-time education by the designated provider.

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, Heads of Key Stage, Linked Leadership members, Pastoral assistants and all overseen by the Deputy Headteacher. Student Support base for withdrawal
- Pastoral area for each key Stage 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 Expectations, Norms and Routines within the Behaviour Chart which is displayed in all teaching rooms
- Trained peer and staff mentors

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- 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
- Behaviour and Pastoral Support Plans
- Senior mental Health Lead

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

Students who exhibit persistently poor behaviour will be placed on a Behaviour Support Plan under the jurisdiction of the Head of Year/Head of Key Stage and in consultation with parents/carers. This plan will outline the student's strengths as well as areas of concern and will outline strategies to encourage the student to improve their 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 4* - 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

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 student 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 student 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 at school](#).

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 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 student. 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 offence, injuring themselves or others, damaging property, and to maintain good

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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 student at the school, or their behaviour has repercussions for the orderly running of the school, poses a threat to another student 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 given depending upon the action of the student.

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

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 they should 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 Sixth form students


Beaumont is committed to providing high standards of academic and pastoral support for students in the Sixth 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 suspended/excluded if, despite advice and support, they are incapable of benefiting from a course due to their 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. (a student can only repeat one 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

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

Monitoring and evaluation

The Headteacher will seek the widest possible agreement for this policy and will report annually to the Board of Trustees on its implementation.

The Board of Trustees will evaluate the impact of this policy through data received from the Headteacher on suspensions 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:

- Child Protection Policy
- Anti-bullying Policy
- Online Safety Policy
- Attendance Policy
- School Visits Policy
- Prevention of Harassment and Discrimination Procedure
- The Complaints Policy

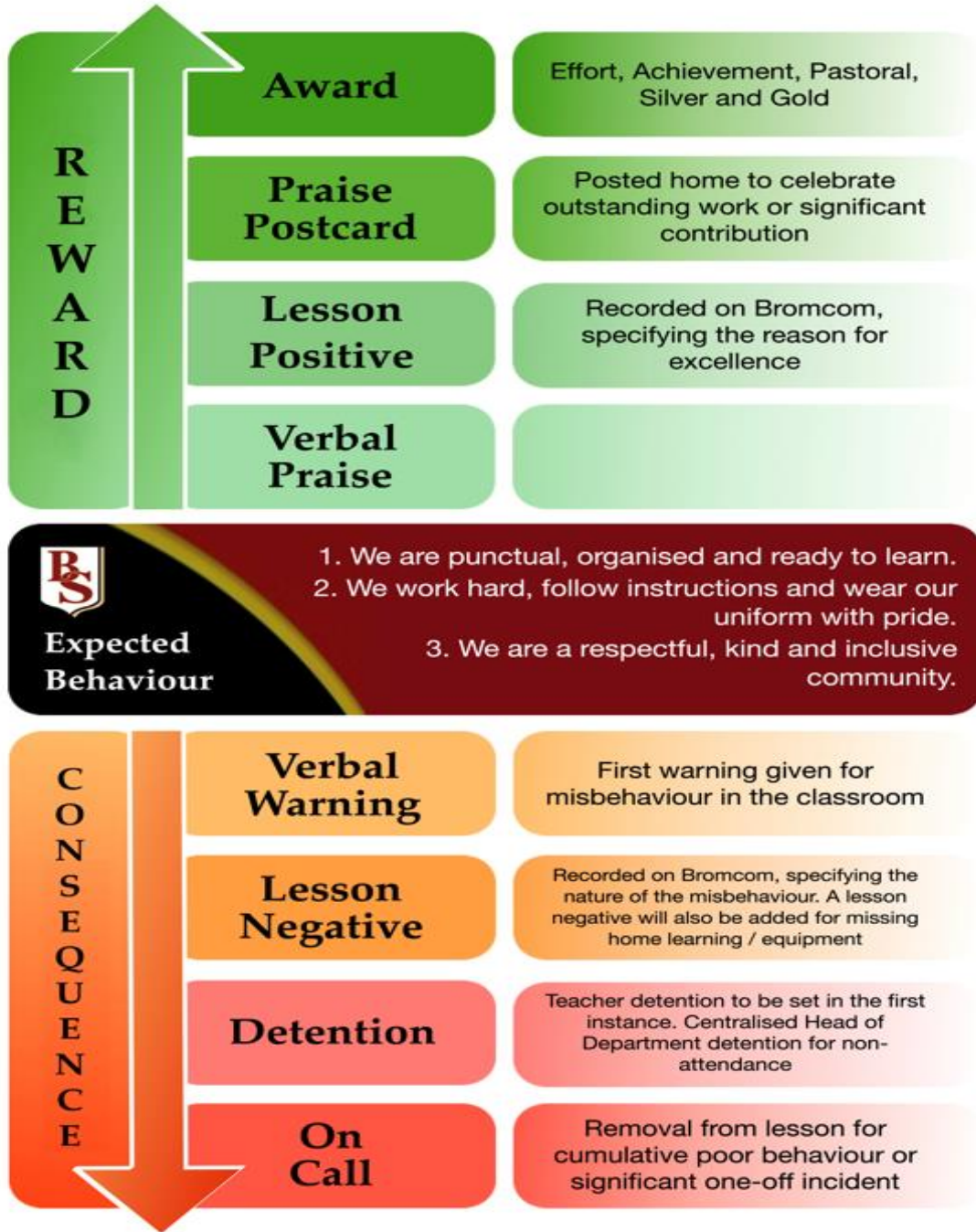
This policy has been developed according to the following guidance from the Department for Education:


- Behaviour and Discipline in Schools (statutory)
- <https://www.gov.uk/government/Behaviour-and-Discipline-in-Schools-A-guide-for-headteachers-and-School-Staff>. July 22
- 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
- Suspensions and Permanent Exclusions from maintained schools, academies, and pupil referral units in England
- www.gov.uk/government/publications/school-exclusion
- Mental Health and Behaviour in school guidance.

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

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Appendix 1 –




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Appendix 2-

NORMS AND ROUTINES

- Register taken at the start of the lesson in silence.
- At the end of all lessons, students stand in silence and then are dismissed.
- Corridors and Staircases- Immediate movement to the next lesson. No shouting down the corridor. No locker use between lessons. Follow one-way systems
- Students to wear uniform correctly.
- No litter and use the recycling bins
- At all times, good manners including “please” and “thank you”.

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'The Beaumont Way'

1  You will be greeted at the door. Be punctual and ready to learn.


The class register will be taken in silence.



2 At the end of the lesson, wait silently until you are dismissed. 


When you leave, make your way straight to your next lesson (if applicable).



3  On corridors and staircases, you should walk on the left and follow any one-way systems.

Be quiet and calm. Lockers should not be accessed between lessons.



4 Wear your uniform correctly at all times. 


Make sure you are carrying your uniform card with you at all times.



5 Keep your school environment clean and tidy. Do not litter.



Be environmentally friendly and use the recycling bins.

6  Be polite and kind to everyone in the school community.



Say 'please' and 'thank you'.

This is what we do at Beaumont.
'Enjoy and Excel'






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Appendix 3 – The Beaumont School Awards System

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

<i>Award</i>	<i>Awarded by</i>	<i>Reason for the Award</i>	<i>Recording Process</i>
Lesson Positive	All staff	Good behaviour / work / attitude or improved behaviour / work / attitude in lessons An excellent piece of school work, effort or contribution to others or the school community as a whole [all students]	Weekly reports to form tutors and heads of year through Bromcom and end of year report
Praise 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 Bromcom, via Reception
Effort and Achievement Awards	Subject teachers	Excellent Effort or Achievement in a subject area	Through Bromcom 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 Bromcom and end of year report
Silver Award	Heads of Subject & Heads of Year	Sustained excellence of effort, attainment or progress <u>throughout an academic year</u> ; 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 Bromcom and end of year report

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Subject Colours	Heads of Department	Sustained excellence of effort, attainment or progress within a subject <u>across a Key Stage</u> .	Through Bromcom and end of year report
House Colours	Heads of House	Sustained excellence of effort or achievement within House activities or a one-off outstanding contribution to the House.	Through Bromcom and end of year report
Gold Award	Head teacher	Sustained excellence of effort, attainment or progress across the curriculum; sustained, outstanding performance in one curriculum area (i.e. <u>throughout the student's school career</u>); an outstanding one-off act or outstanding acts of charity or contribution to the school reputation or community	Through Bromcom, end of year report and letter from Headteacher

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Appendix 4 - Use of Consequences and Interventions within the School Behaviour Policy

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.

Sanction	Applied by	Typical Cause	Overseen By	Typical follow-up Intervention
Lesson Negative	All Staff	Lack of effort, incomplete work, low level disruption, lack of correct equipment	Form tutor and HoY	3 in a week- detention by form tutor and phone call home, 5 in a week detention afterschool Friday, letter home.
Detention	All Staff	Misdemeanours in lessons and around the school, dropping litter, failure to complete work, &c	HoS	Set by individual department. Failure to attend results in a Head of Subject Detention on Thursday afterschool.
'Lates' Detention	systematic	Late into school in the morning, results in break time detention, failure to attend moves to a lunchtime, failure to attend results in an afterschool	HoYs/HofKS	HoYs send standard letters home to parents of persistent offenders.
Uniform Detention	Form Tutors	Three infringements of the uniform code in a half-term, or a lost card	HoYs	Letters to parents if multiple infringements.

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On Call Detention	All Staff	Persistent disruption of pupils' learning after interim, in-lesson sanctions have been used in line with Behaviour Chart	HoYs/HofKS	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. Peer-mentoring support where appropriate.
Internal Isolation	HofKS & LT	Two On Call removals in one week; minor physical or verbal aggression; defiant or cumulative bad behaviour, Discriminatory behaviour, Child-on Child abuse	HofKS/LT	Discussion with parents(s). BSP for repeat offenders, run by HoY External Agency involvement where appropriate: Links outreach, adult mentoring, &c LT Link to oversee persistent offenders
Suspension	HT or DH	Swearing directly at staff; physical aggression towards staff or other pupils; inappropriate sexual behaviour; possession of or substance abuse; minor theft; bullying; cumulative reasons, Child-on Child abuse	DH Readmission with HoY & LT/Gov	Readmission meeting back in to school with parents and students. BSP run by HoY. PSP for repeat offenders, involving External Agency and a possible adapted timetable. Multi-agency assessment including FFA where appropriate. DH to oversee persistent offenders. Referral to Inclusion Panel / Links ESC / Trustees Disciplinary Committee for persistent offenders.
Permanent Exclusion	HT	Child on Child abuse, 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 County Inclusion Team)	Referral to the Links ESC under the 'Sixth Day Protocol'

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		Required by law

Appendix 5 – Home School Agreement

Our aim is to prepare young people to become active, caring and confident citizens who lead rewarding lives in our global society. We will do this by helping each young person to flourish within a school community, which is committed to:

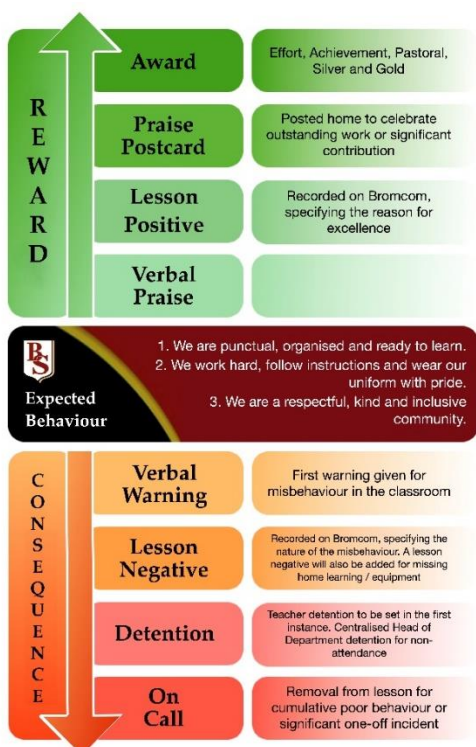
- Providing outstanding learning opportunities within a broad and balanced curriculum;
- Creating a safe and caring environment in which every young person enjoys learning;
- Developing an awareness of our world, celebrating cultural diversity and promoting a concern for the environment.


We hope that every student who leaves Beaumont does so with a sense of pride in their achievements, an awareness of their responsibilities and a sense of appreciation for all the opportunities they have experienced.

We want Beaumont students to be: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

The agreement takes the form of an A4 booklet. Each family should keep this agreement, and complete and submit a relevant section of the electronic New Year 7 Student and Parent Forms. Any family requiring a second copy of the agreement should contact the school.

There is an additional copy of the student’s section of the Home School Agreement in the school Planner which is signed at the start of each academic year, countersigned by the Form Tutor



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Appendix 6

Child on Child Abuse Policy (Appendix 11 in Child Protection Policy)

Child on Child Abuse

Introduction

Beaumont Schools regard the introduction of this policy as a preventative measure, and do not feel it is acceptable merely to take a reactive approach to child-on-child abuse in response to alleged incidents of it, and we recognise national and increasing concern about these issues, and wish to implement this policy in order to ensure that our pupils are safe.

child-on-child abuse is defined as ‘any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children’s relationships (both intimate and non-intimate)’ (Abuse between young people: a contextual account (Routledge 2017)).


Beaumont School recognises that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. We have a zero –tolerance approach to child on child abuse and it will not be tolerated and or passed off as part of “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of child on child abuse within our school and beyond.

In cases where child on child abuse is identified we will follow our child protection procedures, taking a contextual approach to support all children and young people who have been affected by the situation.

child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;

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- consensual and non-consensual sharing of nudes and semi nudes images and or (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Some of these behaviours will need to be handled with reference to other policies in school such as the behaviour policy, anti- bullying policy, child protection policy and online safety policy.

This policy concentrates on child on child abuse in the context of sexual harassment and sexual violence. It is compliant with the statutory guidance on child-on-child abuse as set out in Keeping Children Safe in Education (September 2022) and should be read in conjunction with the Local Safeguarding Children Board's (LSCB) Safeguarding Policy and Procedures, and any relevant Practice Guidance issued by it.

This policy applies to all staff, governors, contractors and volunteers. It will be reviewed annually, and updated in the interim as required, to ensure that it continually addresses the risks to which students are or may be exposed.

Aims

The school will: -

- Set out our strategies for preventing, identifying and managing child on child abuse
 - Take a contextual approach to safeguarding all children and young people involved.
- Acknowledging that children who have allegedly abused their peers or displayed harmful sexual behaviour are themselves vulnerable and may have been abused by peer, parents or adults in the community.

Understanding child on child abuse


Sexual violence and sexual harassment can occur between two children of any age and sex or a group of children sexually assaulting or sexually harassing a single child or group of children.

The impact of this behaviour on children can be very distressing and have an impact on academic achievement and emotional health and wellbeing.

Sexual harassment and sexual violence may also occur online and offline.

The Context

All behaviour takes place on a spectrum. Understanding where a child's behaviour falls on a spectrum is essential to being able to respond appropriately to it.

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In this policy we recognise the importance of distinguishing between problematic and abusive sexual behaviour (Harmful Sexual Behaviour HSB).

We are adopting the NSPCC definition of HSB as: -

"Sexual behaviours expressed by children...that are developmentally inappropriate, may be harmful towards self or others, or be abusive towards another child...or adult."

We will also use Simon Hackett's continuum model to demonstrate the range of sexual behaviours. (Appendix 1)

Vulnerable groups

We recognise that all children can be at risk however we acknowledge that some groups are more vulnerable. This can include: experience of abuse within their family; living with domestic violence; young people in care; children who go missing; children with additional needs (SEN and/or disabilities); children who identify or are perceived as LGBTQ+ and/or have other protected characteristics under the Equalities Act 2010.

Whilst research tells us girls are more frequently identified as being abused by their peers and, girls are more likely to experience unwanted sexual touching in schools this is not confined to girls.


Boys are less likely to report intimate relationship abuse and may display other behaviour such as antisocial behaviour. Boys report high levels of victimisation in areas where they are affected by gangs. We recognise that both boys and girls experience child on child abuse, but they do so in gendered ways.

Signs that a child may be suffering child-on-child abuse can overlap with those indicating other types of abuse. Signs can include:

- failing to attend school, disengaging from classes or struggling to carry out school related tasks to the standard ordinarily expected
- physical injuries/self harm
- experiencing difficulties with mental health and / or emotional wellbeing
- becoming withdrawn and / or shy
- experiencing headaches, stomach aches, anxiety and / or panic attacks
- suffering from nightmares or lack of sleep or sleeping too much
- broader changes in behaviour including alcohol or substance misuse
- changes in appearance and / or starting to act in a way that is not appropriate for the child's age
- abusive behaviour towards others
 - change of friendship group or relationships with older students

Responding to Alleged Incidents Responding to reports of sexual violence and sexual harassment

All reports of child on child abuse which involve sexual violence or harassment will be made on a case by case basis with the designated safeguarding lead or their deputy taking a leading role using their professional judgement and supported by other agencies such as social care or the police as required.

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The immediate response to a report

- The school or college will take all reports seriously and will reassure the victim that they will be listened to, supported and kept safe.
- All staff will be trained to manage a report.
- Staff will not promise confidentiality as the concern will need to be shared further (for example, with the designated safeguarding lead or social care) staff will however only share the report with those people who are necessary to progress it.
- A written report will be made as soon after the interview as possible recording the facts as presented by the child. These may be used as part of a statutory assessment if the case is escalated later.
- Where the report includes an online element the school will follow advice on searching, screening and confiscation. The staff will not view or forward images.
- The DSL will be informed as soon as possible.

Risk Assessment

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) will make an immediate risk and needs' assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs' assessment should consider:

- The victim, especially their protection and support;
- The alleged perpetrator; and
- All the other children (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them;


Risk assessments will be recorded (written or electronic say where these are filed) and be kept under review.

The designated safeguarding lead (or a deputy) will ensure they are engaging with Hertfordshire consultation HUB.

Action following a report of sexual violence and/or sexual harassment

Following an incident, we will consider

- The wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment;
- The nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- The ages of the children involved;
- The developmental stages of the children involved;
- Any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- If the alleged incident is a one-off or a sustained pattern of abuse;
- Are there ongoing risks to the victim, other children, adult students or school or college staff; and other related issues and wider context?

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Follow up Actions

Children sharing a classroom:

Whilst the school or college establishes the facts of the case and starts the process of liaising with children’s social care and the police:

- The perpetrator will be removed from any classes they share with the victim.
- We will consider how best to keep the victim and alleged perpetrator a reasonable distance apart on school premises.

These actions are in the best interests of both children and should not be perceived to be a judgment on the guilt of the alleged perpetrator.

Options to manage the report

Manage internally

1. In some cases of sexual harassment, for example, one-off incidents, we may decide that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising the behaviour and bullying policies and by providing pastoral support.

This decision will be made based on the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. All decisions, and discussions around making these decisions will be recorded and stored by the DSL in confidential records.


2. In line with 1 above, we may decide that the children involved do not require statutory interventions but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child’s life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

3. Where a child has been harmed, is at risk of harm, or is in immediate danger, we will make a referral to the Hertfordshire Consultation Hub following locally agreed protocols. Where statutory assessments are appropriate, the designated safeguarding lead or a deputy will be working alongside, and cooperating with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator and any other children that require support.

Reporting to the Police

The designated safeguarding lead (and their deputies) will follow local processes for referrals. Where a report of rape, assault by penetration or sexual assault is made, the starting point is this will be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach.

Where a report has been made to the police, the school will consult the police and agree what information can be disclosed to staff and others, the alleged perpetrator and their parents or carers. They will also discuss the best way to protect the victim and their anonymity.

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Where there is a criminal investigation, we will work closely with the relevant agencies to support all children involved (especially potential witnesses). Where required, advice from the police will be sought in order to help us.

Whilst protecting children and/or taking any disciplinary measures against the alleged perpetrator, we will work closely with the police (and other agencies as required), to ensure any actions the school or college take do not jeopardise the police investigation.

The end of the criminal process

If a child is convicted or receives a caution for a sexual offence, the school will update its risk assessment, ensure relevant protections are in place for all children. We will consider any suitable action following our behaviour policy. If the perpetrator remains in school we will be very clear as to our expectations regarding the perpetrator now they have been convicted or cautioned. This could include expectations regarding their behaviour and any restrictions we think are reasonable and proportionate about the perpetrator's timetable.

Any conviction (even with legal anonymity reporting restrictions) is potentially going to generate interest among other pupils or students in the school.

We will ensure all children involved are protected, especially from any bullying or harassment (including online).

Where cases are classified as “no further action” (NFA'd) by the police or Crown Prosecution Service, or where there is a not guilty verdict, we will continue to offer support to the victim and the alleged perpetrator for as long as is necessary. A not guilty verdict or a decision not to progress with their case will likely be traumatic for the victim. The fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. We will continue to support all parties in this instance.

Support for Children Affected by Sexual-Assault


Support for victims of sexual assault is available from a variety of agencies

We will support the victim of sexual assault to remain in school but if they are unable to do so we will enable them to continue their education elsewhere. This decision will be made only at the request of the child and their family.

If they are moved, we will ensure the new school is aware of the ongoing support they may need. The DSL will support this move.

Where there is a criminal investigation the alleged perpetrator will be removed from any shared classes with the victim and we will also consider how best to keep them a reasonable distance apart on the school premises. This is in the best interest of the children concerned and should not be perceived to be a judgement of guilt before any legal proceedings. We will work closely with the police.

Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, we may take suitable action, if we have not already done so. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator to remain in the same school would seriously harm the education or welfare of the victim (and potentially other pupils or students).

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Where a criminal investigation into sexual assault leads to a conviction or caution, we may, if we have not already done so, consider any suitable sanctions using our behaviour policy, including consideration of permanent exclusion.

Where the perpetrator is going to remain at the school, the principle would be to continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school premises. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

Reports of sexual assault and sexual harassment will, in some cases, not lead to a report to the police (for a variety of reasons). In some cases, rape, assault by penetration, sexual assault or sexual harassment are reported to the police and the case is not progressed or are reported to the police and ultimately result in a not guilty verdict. None of this means the offence did not happen or that the victim lied. The process will have affected both victim and alleged perpetrator. Appropriate support will be provided to both as required and consideration given to sharing classes and potential contact as required on a case-by-case basis.

All the above will be considered with the needs and wishes of the victim at the heart of the process (supported by parents and carers as required). Any arrangements should be kept under review.

Physical Abuse

While a clear focus of child on child abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from pupils to pupils can also be abusive.


These are equally not tolerated and if it is believed that a crime has been committed, will be reported to the police.

The principles from the anti-bullying policy will be applied in these cases, with recognition that any police investigation will need to take priority.

When dealing with other alleged behaviour which involves reports of, for example, emotional and/or physical abuse, staff can draw on aspects of Hackett's continuum (Appendix 1) to assess where the alleged behaviour falls on a spectrum and to decide how to respond. This could include, for example, whether it:

- is socially acceptable
- involves a single incident or has occurred over a period of time
- is socially acceptable within the peer group
- is problematic and concerning
- involves any overt elements of victimisation or discrimination e.g. related to race, gender, sexual orientation, physical, emotional, or intellectual vulnerability
- involves an element of coercion or pre-planning
- involves a power imbalance between the child/children allegedly responsible for the behaviour
- involves a misuse of power

Online Behaviour

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Many forms of child on child abuse have an element of online behaviour including behaviours such as cyberbullying and the requesting/sending of nudes/semi-nudes.

Policies and procedures concerning this type of behaviour can be found (in anti- bullying policy, online safety policy, and child protection policy)

Nudes/semi-nudes

The term ‘sharing nudes and semi-nudes’ to mean the sending or posting of nude or semi-nude images, videos or live streams by young people under the age of 18 online. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple’s AirDrop which works offline.

The term ‘nudes’ is used as it is most commonly recognised by young people and more appropriately covers all types of image sharing incidents. Alternative terms used by children and young people may include ‘dick pics’ or ‘pics’.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. Such images may be created and shared consensually by young people who are in relationships, as well as between those who are not in a relationship. It is also possible for a young person in a consensual relationship to be coerced into sharing an image with their partner. Incidents may also occur where:


- children and young people find nudes and semi-nudes online and share them claiming to be from a peer
- children and young people digitally manipulate an image of a young person into an existing nude online
- images created or shared are used to abuse peers e.g. by selling images online images created or shared are used to abuse peers e.g. by selling images online or obtaining images to share more widely without consent to publicly shame

The sharing of nudes and semi-nudes can happen publicly online, in 1:1 messaging or via group chats and closed social media accounts.

Producing and sharing nudes and semi-nudes of under 18s is also illegal, which causes considerable concern in education settings working with children and young people, and amongst parents and carers.

When an incident involving nudes and semi-nudes comes to the attention of any member of staff in an education setting:

- the incident should be referred to the DSL as soon as possible
- the DSL will meet with the child or young people involved
- parents and carers will be informed at an early stage and involved in the process in order to best support the child unless there is good reason to believe that involving them would put the child at risk of harm

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- A decision will be made if it is required to make a referral to children’s services and/or the police immediately if there is a concern that a child has been harmed or is at risk of immediate harm at any point in the process

Staff and parents or carers must not intentionally view any nudes and semi-nudes unless there is good and clear reason to do so. Wherever possible, responses to incidents should be based on what DSLs have been told about the content of the imagery.

Upskirting

‘Upskirting’ is where someone takes a picture under a person’s clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any sex, can be a victim.

Any incidents should be reported to the DSL


Prevention

Beaumont School actively seeks to raise awareness of and prevent all forms of child-on-child abuse by:

- Educating all Trustees, Senior Leadership Team, staff and volunteers, students, and parents about this issue. This will include training all trustees, Senior Leadership Team, staff and volunteers on the nature, prevalence and effect of child-on-child abuse, and how to prevent, identify and respond to it. This includes

- (a) Contextual Safeguarding;
- (b) The identification and classification of specific behaviours; and
- (c) The importance of taking seriously all forms of child-on-child abuse (no matter how low level they may appear) and ensuring that no form of child on child abuse is ever dismissed as horseplay or teasing.

- Educating children about the nature and prevalence of child-on-child abuse via PSHE and the wider curriculum.
- Pupils are frequently told what to do if they witness or experience such abuse, the effect that it can have on those who experience it and the possible reasons for it, including vulnerability of those who inflict such abuse.
- They are regularly informed about the School's approach to such issues, including its zero-tolerance policy towards all forms of child on child abuse.
- Engaging parents on this issue through information evenings and updates:
- Ensuring that all child-on-child abuse issues are fed back to the School's safeguarding lead so that they can spot and address any concerning trends and identify students who maybe in need of additional support
- Staff challenging the attitudes that underlie such abuse (both inside and outside the classroom);

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- Working with Trustees, Senior Leadership Team, all staff and volunteers, students and parents to address equality issues, to promote positive values, and to encourage a culture of tolerance and respect amongst all members of the School community;
- Creating conditions in which our students can aspire to and realise safe and healthy relationships;
- Creating a culture in which our students feel able to share their concerns openly, in a non-judgmental environment, and have them listened to; and
- Responding to cases of child-on-child abuse promptly and appropriately.

As well as having strategies for dealing with incidents we will also foster healthy and respectful relationships between boys and girls including through Relationship and Sex Education and Personal Social Health and Economic education and a whole school approach to include:

- Healthy and respectful relationships;
- What respectful behaviour looks like?
- Consent;
- Gender roles, stereotyping, and equality;
- Body confidence and self-esteem;
- Prejudiced behaviour;
- That sexual violence and sexual harassment is always wrong; and
- Addressing cultures of sexual harassment.

Multi-agency working


The School actively engages with its local partners in relation to child-on-child abuse, and works closely with, Hertfordshire Safeguarding board.

They help the School

- To develop a good awareness and understanding of the different referral pathways that operate in its local area, as well as the preventative and support services which exist;
- To ensure that our students can access the range of services and support they need quickly;
- To support and help inform our local community's response to child-on-child abuse;
- To increase our awareness and understanding of any concerning trends and emerging risks in our local area to enable us to take preventative action to minimise the risk of these being experienced by our [pupils/students].

The School actively refers concerns/allegations of child-on-child abuse where necessary to Hertfordshire Consultation Hub, children's social care, and/or other relevant agencies.

In cases involving children who are subject to risk, harm and abuse and who have LAC status, the children's social worker must be informed and a coordinated approach to address any incidents or concerns will be required.

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Appendix 1

Simon Hackett (2010) has proposed a continuum model to demonstrate the range of sexual behaviours presented by children and young people, from those that are normal, to those that are highly deviant:

Normal	Inappropriate	Problematic	Abusive	Violent
<ul style="list-style-type: none"> Developmentally expected Socially acceptable Consensual, mutual, reciprocal Shared decision making 	<ul style="list-style-type: none"> • Single instances of inappropriate sexual behaviour • Socially acceptable behaviour within peer group • Context for behaviour may be inappropriate • Generally consensual and reciprocal 	<ul style="list-style-type: none"> • Problematic and concerning behaviours • Developmentally unusual and socially unexpected • No overt elements of victimisation • Consent issues may be unclear • May lack reciprocity or equal power • May include levels of compulsivity 	<ul style="list-style-type: none"> • Victimising intent or outcome • Includes misuse of power • Coercion and force to ensure victim compliance • Intrusive • Informed consent lacking, or not able to be freely given by victim • May include elements of expressive violence 	<ul style="list-style-type: none"> • Physically violent sexual abuse • Highly intrusive • Instrumental violence which is physiologically and/or sexually arousing to the perpetrator • Sadism

<https://www.nspcc.org.uk/globalassets/documents/publications/harmful-sexual-behaviour-framework.pdf>