 <p>Beaumont School</p> <p>Behaviour Policy</p> <p>Required by Law</p>	Adopted by BOT – September 2025
	Next review – September 2028

Introduction and Aim

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

This policy is subject to regular review by the Senior Leadership Team (SLT) and the Board of Trustees. As part of each review, they must ensure that the impact of any of the provisions of this policy on staff work/life balance and wellbeing are considered 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.

This policy should be read in conjunction with the Behaviour Guide.

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 their 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 consequences 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

The school's Respect for Learning, Respect for the Community and Respect for Yourself underpin the behaviour expected of all students.

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

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- 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.

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 Headteacher, Assistant Headteachers, Heads of Key Stage 3,4 and 5, Heads of Year 7,8,9,10,11,12 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 (please see Appendix 1 and 2) and any behaviour that disrupts their own learning and that of others will result in a consequence (please see Appendix 4.) Training in behaviour management will be provided as part of the CPD programme and support put in place for any member of staff who requests or needs it. All staff will be trained in the Hertfordshire Therapeutic 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 they remind students of the Expectations, Norms and Routines and consequences of not following these.
- Ensure that around the school site students are following the expectations of the norms and routines and displaying respect for the community and themselves
- Act as role models of good behaviour

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- 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 Therapeutic 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. Please refer to the Behaviour Guide for further details.

Students

On joining the school, students will be taught what the Expectations of Behaviour, Norms and Routines are and what they mean. In addition to following the Expected Behaviour, Norms and Routines, 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
- Cooperate 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, come equipped and ready to learn, and are 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

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meetings. Where difficulties arise, the school will seek to work cooperatively 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 and the charts showing Rewards and Consequences will be displayed in all teaching rooms.

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. An excerpt of the Home School Agreement can be found at the back of this policy.

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 extracurricular 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 - please refer to the Behaviour Guide.

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 student's behaviour/circumstances in all lessons, outside of lessons and outside of school.

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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 the Education and Inspections Act 2011
- '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 that 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 lesson to ensure the student 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/or for the students safety or the safety of others. Or, as a result of their behaviour it is deemed necessary that they have time away from other members of their form/class. The student will work in F01 supervised by a member of the Leadership team, 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 the application and operation of consequences are outlined below. A summary of the appropriate use of consequences is outlined in the Behaviour Guide.

Home Learning

Home learning is seen as making an important contribution to student progress. Students are expected to check on their google classrooms, and complete their home learning punctually to the best of their ability. Students can be supported with home learning by attending Extended Learning Club.

Students who fail to complete their home learning will receive a centralised 30 minute detention after school. Sixth Formers who fail to complete their home learning may have their right to work at home during study periods withdrawn.

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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 15 minutes at breaktime, 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.

After school detentions are centralised and the flow chart for detentions and their escalations can be seen in the Behaviour Guide.


Parents will be notified by text message on the same day if their child has a 30 minute detention after school, and by email for the one hour SLT detention on a Friday.

Any detention will take precedence over any other activity such as a lunchtime club. The school does not require permission from parents to detain students after school but will accommodate requests to rearrange 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 - pages 28-32 of the Child Protection policy outline how the school will deal with Child on child abuse.
- 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, transphobic 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
- Bringing any substances onto site which would be considered inappropriate in the opinion of the school's senior leadership e.g. vapes, cigarettes, nicotine pouches or any material that may be offensive to others

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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

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 are 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, 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 for arranging 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 is responsible for arranging 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.

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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, 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
- A 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 Hertfordshire Therapeutic training
- Individual Risk Reduction Plans where appropriate
- Scripts where appropriate
- Behaviour and Pastoral Support Plans
- Senior mental Health Lead

In addition, Beaumont uses the service of a Family Support Worker through St Albans Partnership plus.


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 Plan but will typically involve a more intensive programme of support.

The Behaviour Guide outlines 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, vapes, cigarette papers or nicotine pouches,

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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 that is banned, being considered as 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 that 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 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. 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.

Expectations for the appropriate use of social media, both during the school day and beyond the school gate, are outlined in the Student ICT Code of Conduct and the Online Safety

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Policy. Where necessary, consequences for student misuse of social media are applied in line with these documents.

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. There are 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 not 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 attendance above 70% and 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 attendance and compliance with school requirements has otherwise been good; there is every expectation that the student will be

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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 in conjunction with the following guidance from the Department for Education:

- Behaviour and Discipline in Schools (statutory)
<https://www.gov.uk/government/publications/behaviour-in-schools--2>
- Screening, searching and confiscation (statutory)
<https://www.gov.uk/government/publications/searching-screening-and-confiscation>
- Use of reasonable force (non-statutory)
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- Suspensions and Permanent Exclusions from maintained schools, academies, and pupil referral units in England
<https://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.

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Home School Agreement - Student, Parent/Carer and School

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 committed to:


- Providing high quality 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 comprises this electronic form. A copy of the terms of this Agreement are available upon request from the School. An additional copy of the Student's section of this Home School Agreement can be found in the School Planner - signed by the Student at the start of each academic year and countersigned by their Form Tutor.

The school undertakes to: -

- Provide your child with the best possible learning environment and deliver a broad, balanced and stimulating curriculum
- Provide your child with an extensive extra-curricular programme, including House activities, to enhance their learning
- Reward and celebrate Students' learning, achievement and involvement in the School and the wider community
- Ensure that the School's policies for Home Learning and Assessment for Learning are followed
- Remind students and parents/carers of the School's expectations of behaviour norms and routines
- Enforce the School rules fairly and consistently
- Respect all students and parent/carers, irrespective of their gender, sexuality, ethnic origin, religion or ability
- Protect those who may feel themselves to be harassed or discriminated against
- Take all reasonable steps to ensure the safety and well-being of all students
- Adopt an effective environmental sustainability practice that has a positive impact on the community. Provide opportunities for students to get involved in the Beaumont sustainability plan

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- Provide termly progress and behaviour reports to students and parents/carers
- Consult with Parents/Carers and Students on major changes which may affect them
- Be available to listen to Students and Parents/Carers and respond appropriately to concerns
- Ensure all correspondence from parents/carers is responded to in accordance with School policy
- Expect all students to wear the correct uniform at all times
- Expect all students to be on time to School and lessons and enforce this with same day sanctions
- Expect all students to aim for 100% attendance, monitor attendance and follow up absences

Expected Behaviour

Please refer to the Behaviour Guide.

As a Beaumont Student I will undertake to: -

- Always work hard in all subjects to achieve my best
- Bring all the required equipment to lessons and ensure all my books and my Planner are presentable
- Aim to take part in extra-curricular and House activities to broaden my learning
- Do my home learning to the best of my ability and meet all deadlines
- Write all home learning and essential information in my Planner and check Google Classroom as instructed
- Follow the Expectations for Learning Statements at all times in and around School
- Respect all members of the school community, irrespective of gender, sexuality, ethnic origin, religion or ability
- Keep the School environment clean and clear of litter to ensure a positive, calm and safe atmosphere; ensuring my safety and the safety of others
- Treat all members of the school community with courtesy and consideration and follow the ICT Code of Conduct
- Wear my uniform correctly at all times, including to and from School and ensure that my appearance is appropriate for School
- Be on time to School, lessons and aim for 100% attendance
- Take home and deliver all letters and ensure that all replies are returned promptly
- Support the work of the Student Leadership Team and use them to contribute my views and ideas
- Have the confidence to seek help if I have a problem
- Actively engage with the sustainability programme at Beaumont

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- Embrace the elements of the Beaumont Eco-code within school and continue to apply this code outside of my school life and beyond Beaumont aiming to develop sustainable habits for positive change

As a Parent/Carer I will undertake to: -

- Support the School and my child in their learning
- Ensure my child has all the equipment they require to learn effectively
- Encourage my child to participate in a range of extra-curricular and House activities
- Give encouragement and appropriate support to my child and contact the School if difficulties arise
- Check and sign my child's Planner as requested by the School
- Support the School in enforcing the School's expectations of behaviour, norms and routines
- Respect all members of the school community irrespective of gender, sexuality, ethnic origin, religion or ability
- Ensure my child understands the expectations of being a responsible member of the community, including how they use ICT and social media in and beyond the School
- Ensure my child has the correct uniform and support the School in ensuring that it is worn correctly
- Ensure my child is on time to School and notify the School on the absence line/email address if my child is unable to attend
- Have the confidence to seek help if I or my child has a problem
- Read and act on any communications from the School concerning my child
- Attend consultation evenings and other events organised to help me support my child's progress and the work of the School where possible
- Take part in consultation processes when requested by the School
- Encourage my child to follow Beaumont Eco-code and be part of Beaumont sustainability practice
- Help my child play their part in reducing Beaumont's carbon footprint, including bringing in a water bottle and encouraging walking / cycling to school