

Bedford High School

A specialist Business and Enterprise College

To Care To Learn To Achieve



Behaviour and Rewards Policy

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Document control

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Current author	Bridget Moss
Governing Committee	Standards
Electronic copies of this plan are available from	FROG VLN
Hard copies of this plan are available from	HR Facilities & Communications Manager
Public sector equality duty guidance considered	Yes

Changes History

Date	Description	Changes
September 2019	Added - new stepped process to investigating alleged bullying and a change to our policy on social media, to take more responsibility and again, adopt a stepped process	Paragraph 17 & 17.1

1.0 Our Vision

Our school is a happy harmonious learning community where staff and students feel safe and secure. School life is characterised by a calm, business-like environment underpinned by relationships built upon mutual respect. Our expectation is that all students and staff will behave in appropriate and socially acceptable ways. Every member of staff has a key role to play in promoting and sustaining the highest standards of behaviour for learning.

The school and the governors will promote standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility for self and others.

All parents of Year 7 students are expected to sign a home-school agreement at the start of each year. If a student joins the school partway through a year, parents will sign it at their entry meeting.

This policy addresses behaviour at Bedford High School. For emotional health and well-being, please refer to the EHWP policy.

All students will:

- Show that they are READY to learn at all times.
- Have RESPECT for all
- Keep themselves, others and the school SAFE

READY

RESPECT

SAFE

We also expect that our main stakeholders (parents and guardians in the main) support the school's high standards by signing the home/school agreement each year (see Appendix A).

2.0 Learn to Behave

The school aims to provide a safe, secure, supportive environment where students can learn and teachers can teach. There is a direct link between the way young people learn and their behaviour. It is the job of staff at all levels to help and encourage students' understanding of socially acceptable and appropriate behaviour.

2.1 To encourage this, all staff will:

- Have high expectations
- Show consistent, calm, adult behaviour
- Show first attention to best conduct
- Enforce routines stringently
- Build emotional currency and script difficult interventions
- When necessary impose an appropriate sanction and follow up with a restorative intervention

2.2 We will not accept the following behaviour:

- Disrupting the learning of others
- Rudeness, defiance or inappropriate language
- Acts of aggression or any kind of physical violence
- Bullying or intimidation
- Racist, sexist or homophobic comments
- Vandalism
- Smoking
- Selling of any goods on school site

By consistently adopting whole-school protocols for teaching routines, student behaviour, engagement and learning is enhanced. Students will be guided to respond to teacher routines in the following way:

When the teacher....	The student should.....
Greets you at the door	Silently enter the classroom, sit down, sit up straight and complete the 'Do Now' task in silence

Teaches / Explains / Talks to the class	Listen, Never Interrupt, Watch the teacher
Asks questions	Listen, think, respond when asked to
Sets an individual practice task	Work in silence, when stuck use 3B4Me+, put your hand up if you are still stuck
Sets a collaborative task*	Listen, participate and talk about the learning as directed by the teacher
Leads a discussion	Listen, think, put up your hand when you want to make a contribution, respond when asked to
Finishes the lesson	Leave the class as you have found it. Leave silently.

2.3 Roles and Responsibilities

A list of the staff who have most involvement in school with dealing with behaviour and rewards is included in Appendix F.

3.0 Rewards

We expect our students to self-regulate and be keen to succeed for the own gains. We expect students to value the 'emotional currency' of doing well and receiving praise for it, but rewards for exceeding expectation are given. For every sanction issued there should be at least 9 rewards. Praise and reward will be used to motivate students and should be used more frequently than negative consequences. Doing so builds up a culture of achievement and success. Rewards range from teacher praise to more tangible rewards and are given using the professional judgment of staff. All staff are encouraged to reward good behaviour using an appropriate reward. Pastoral Managers will adapt rewards to encourage specific positive behaviours as appropriate. SIMS points are awarded for good work in class, academic progress and contribution to the school community. Bistro top-ups and certificates are awarded to students in Years 7-11 (through termly rewards assemblies) who reach the termly threshold of 25, 50 or 100 SIMS points and high street vouchers and certificates are awarded to students gaining 125 or 250 SIMS points.

Behaviour	Reward
Excellent homework Good effort Excellent classwork Excellent attitude Good progress Planner signed and well used 100% attendance and no lates Excellent uniform Attended an extra-curricular activity	SIMS achievement point
Consistent excellent work	Curriculum postcard
Excellent attitude out of lessons around school	Corridor card signed
Excellent attitude on a school trip/visit	Corridor card signed/call home
Standards card completed	5 SIMS points
Excellent improved attendance	RAG/assembly mention/prize draw/bistro rewards (refer to attendance policy for more info)

4.0 Sanctions

Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

□□The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for students, such as teaching assistants.

□□Teachers can discipline students at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.

□□Teachers can also discipline students in certain circumstances when a pupil's misbehaviour occurs outside of school.

□□Teachers have a power to impose detention outside school hours.

□□Teachers can confiscate students' property and search coats, bags etc. It is good practice to do this with the support of a chaperone.

4.1 Consequences for poor behaviour

Teachers can discipline students whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a sanction on that student.

To be lawful, the sanction (including detentions) must satisfy the following three conditions:

1) The decision to punish a student must be made by a paid member of school staff or a member of staff authorised by the headteacher;

2) The decision to punish the student and the punishment itself must be made on the school premises or while the student is under the charge of the member of staff; and

3) It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

Bedford High School uses the SIMS management system to log behaviour. A detail of sanctions and ranking is on Appendix D. Staff are expected to log within 24 hours of an incident and if intervention from the pastoral team is required, it would be expected that this would be initiated within 24 hours of the log.

4.2 Classroom Practice and sanctions which may be given by any member of Bedford High School staff:

Bedford Classroom Practice

Students who work well in the lesson should get their names written on the board, with the expectation that they receive achievement points during or after the lesson.

Staff will also use the 'name and two ticks' approach to flagging up to a student when their behaviour is not reaching the standard expected. At first warning, their name is written up, with a tick for a second warning (an action such as moving seats would also take place now) and a second tick, with a follow up action if there is no improvement.

Attitude to Learning (ATL) scores

Every lesson, the teacher should access the register on SIMS and should 'score' each student for their ATL. Scores translated below.

	WHAT THIS MEANS	BEHAVIOUR EXAMPLES	CONSEQUENCES (any of the following but the list is not exhaustive)
1	Student behaviour exceeds expectations	Excellent class involvement and contribution to lesson; supportive of peers; excellent work/extension activities completed	This will result in points being awarded to the student's achievement log, perhaps a postcard home or a phone call home
2	Student behaviour is good and meets teachers' expectations	Engaged; fully equipped; good attitude to learning and behaviour meeting Bedford standards	This will result in a point being awarded to the student's achievement log
3	Student behaviour has not met all of the teacher's expected standards	Student has had to be reminded on expectations; the teacher may even have moved the student to another space to rectify the behaviour or stop the distraction of others	A number of 3s will flag up to T&L leaders. Students will not be rewarded through points. The teacher may keep them after the lesson for a short time to discuss behaviour or seek to have a restorative conversation. An imposition form will be sent home if work does not reach expectations
4	Student behaviour has not met the teacher's standards throughout the lesson	Student has failed to rectify their behaviour despite reminders, encouragement and clear instructions	This may happen: Moved within or out of the classroom to faculty isolation. Teacher detention given Faculty detention Faculty report Future faculty isolation arranged Contact home via phone or letter Students who regularly receive 4's will be picked up by PM's via the 'Monday List' to reinforce your support

First Intervention

Every member of staff in the classroom expects good behaviour and challenges it when it falls short of expectation. Interventions that have been highlighted to be effective are as follows:

- Kagan structures used in classrooms to support excellent learning and create effective seating plans.
- The 'name and two ticks' system, which highlights to the student that they are risk of the buddy system being used.
- Naming those students in public, either verbally or on the whiteboard, who have exceeded expectation.
- Restorative conversations between student and member of staff to address the issues and agree a better approach for next time.
- Support from the T&L leader or co-ordinator to address the issues in or out of the classroom.
- An imposition form may be issued to a student who has failed to complete their learning to the expected standard. The work will be reissued with an expectation that the student completes it from home that day. The imposition form, together with the appropriate work, signed by the parent, should be given back to the teacher the next day. See Appendix G.

Second Intervention

The Buddy System

All faculties and departments operate a buddy system, in order that a disruptive student can be sent to a named classroom to 'cool down' and continue work. Heads of faculty are responsible for ensuring this buddy system is publicised, kept up to date and is used when needed. If the buddy system is used, the student may still need to do a detention with the class teacher after the event if the work has not been completed and the issue has not been resolved. A copy of the buddy rooms for each lesson should be displayed in all faculty areas.

Third Intervention

Detentions

Staff may issue 10 minutes detentions at break, 25 minutes at lunchtime or 10 minutes after school without prior notice. If a student is to be detained longer than 10 minutes at the end of the school day, then parents will be contacted by phone or text. Detentions will be given for lack of work, poor behaviour, lack of co-operation with staff etc. If a student is late to school in the morning, without good reason, they will be placed on lunchtime detention that day. Failure to attend results in a detention after school with their learning manager, and failure to attend that results in an hour detention on Friday after with SLT. Inclusion is used to sanction persistent lateness to school.

The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- any school day where the pupil does not have permission to be absent;
- weekends - except the weekend preceding or following the half term break; and
- non-teaching days – usually referred to as ‘INSET days’.

Other points to note:

- Parental consent is not required for detentions.
- As with any disciplinary penalty a member of staff must act reasonably given all the circumstances, when imposing a detention.
- With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

The outcome of any sanction should include restoring the relationship between the teacher and the student.

Fourth Intervention

Duty Officer Referral

If a student is disrupting the learning of others then the PGO will be called. The PGO may need to refer to the duty officer (a senior member of school staff) who will be on patrol at the time. The student will be removed from the lesson and work either in another classroom or with the duty officer. An appropriate sanction will also be applied. This is likely to be a same day whole school detention (WSD) supervised by a senior member of staff

4.3 Other Interventions that any member of school staff may implement:

Confiscation

Handheld devices, tablets and earphones should not be seen, heard or their use suspected in school. Students are discouraged from bringing expensive equipment to school but if they do bring it in then school is not liable for loss or damage, and it must be switched off and kept in bags. If any of these items are seen by a member of staff they will be confiscated and passed a pupil guidance officer to be returned at the end of the school day if a first offence. Parents will need to come into school to collect equipment if it is confiscated for a second or subsequent time.

Community Service

Any member of school staff may issue a ‘community service’ type sanction, though the Pastoral Manager should be consulted with first. This kind of sanction may consist of litter picking, tidying classrooms, gardening etc. This kind of sanction is most appropriate for instances of damage to school site, smoking in school or a disregard for the environment, to provide the student with a chance to put right the undesirable behaviour. Community service is arranged between Pastoral Manager and our school-based police officer.

5.0 Homework

Homework not completed or done to the expected standard will lead to intervention as decided by the teacher. The class teacher will log this via Sims. It will also be activated in the ‘behaviour summary’ in the ‘rewards and sanctions’ tab on Frog. The teacher might decide that a student will benefit from extra time after school to help the student close gaps in their learning. This additional tuition is an opportunity for students to gain extra support and intervention from the teacher. Students will be expected to attend this. An automated text will be sent to parents when a ‘failure to complete homework’ has been sanctioned.

The number of accumulated ‘failure to complete homework’ sanctions will help to inform teachers when assigning a score for homework as part of the attitude to learning section of the screening reports. From the screening reports students who are identified as falling below expected homework standards will be targeted for homework improvements. These targeted students may be put on a homework report which will be monitored by their Form Teacher, Pastoral Manager, Subject Leader or Senior Year Link. Targeted students may need to attend a compulsory **Period 6** homework club (see below). This opportunity will take place at the end of the school day. Failure to attend Period 6 homework club will result in the supervising staff logging a ‘failure to complete Period 6’ incident on SIMS and intervention from the faculty being triggered. If it is a problem, sustained over time and in several subjects, Pastoral Manager involvement as a raising achievement issue.

Students will need to bring the following to all Homework club sessions:

- Knowledge organisers for each of their subjects

- Their school planners
- Any resources required to support the completion of incomplete homework. This includes the relevant subject exercise books.

Key online resources such as Doodle and Frog will often be used to close gaps as part of the intervention.

Period 6

If a student fails to complete a homework assignment to the best of his/her ability, the teacher will record this in SIMS as '1-failure to complete homework to the expected standard'. The student will attend 'Period 6' after school the same day to complete the homework. The following text will be sent home;

"<FORENAME> failed to complete/hand in homework to the expected standard today. They will now attend Period 6 for up to 1 hour after school'

6.0 Uniform

Form tutors will check uniform at the start of the day. Twice per week SLT will conduct inspections of their linked year groups. Students not in uniform will have their parents contacted. Parents will be asked to bring the missing item to school or authorize their child to return home to collect it. Where parents cannot be contacted then it may be possible for students to borrow the item of uniform from the school. Failure to be in full school uniform will result in the student being placed on form tutor report with a 30-minute detention for each day they breach the uniform code. This is overseen by form tutors and referred to pastoral managers should there be a need for further intervention after an initial two-week period.

7.0 Monitoring

Students may be placed on report to their form tutor, PGO, Pastoral Manager, assistant headteacher or deputy headteacher where student behaviour or work ethic has been a cause for concern over a period of time. When this happens teachers will write a comment either on a report card or on an electronic record and this will be checked by the appropriate person at the end of each day. Parents will be asked to sign this daily. See Appendix E for more information on different types of reporting.

8.0. Inclusion

Inclusion is reserved for students who commit a severe breach of the code of conduct or for persistent refusal to co-operate. It is used only as an alternative to exclusion and students are booked in advance with a set of learning objectives agreed. Students spend the whole day (including break and lunch time) in a room with a member of staff and have to complete self-testing on their Knowledge Organisers. They will be expected to complete restorative work that reflects on the incident and encourages them to take responsibility for improving the situation and their behaviour. Parents will be informed of the inclusion and will in repeat cases need to attend a meeting with the SLT year link to discuss the incident. The student will have to request to return to mainstream school at this meeting.

9.0 ABC (Acceptable Behaviour Contract), IBP (Individual Behaviour Plan) and PSP (Pastoral Support Plan)

If a student reaches 3 or more inclusions in any year, an ABC, which imposes a 2 week-only monitoring period, is triggered. The contract is set up with parents and focuses on a benchmark of expectation. The ABC is not personalised, but a set of 6 rules that all students are expected to follow. During the two-week period, student and Pastoral Manager must meet to review progress towards meeting these targets. At the end of the period, the student comes off the ABC and is either praised or escalates to the next stage, IBP. Failed IBP results in a respite placement (see below) and PSP.

10.0 Fixed-Term Exclusion

Fixed-term exclusion means that the student is kept at home for one or more days. Parents will be telephoned and given a full explanation as to why the exclusion has been put in place. Parents will be expected to come into school and agree targets with the school and student at a return to school meeting with a member of the Senior Leadership Team. Examples of the types of behaviour which could result in a fixed term exclusion are: physical violence towards another student, racial, sexual or homophobic harassment, persistent bullying, theft, graffiti or property damage, swearing at or being abusive towards a member of staff, persistent disruptive behaviour. Excluded students will be given work to complete at home when the exclusion is for five days or less. The work will be marked when the student returns it to school.

11.0 Respite Placements and Supported Transfer

This is a formal step in a concerted process for dealing with discipline offences following the use of a wide range of other strategies, including fixed-term exclusion, which have been used without success. The student will have been given an Individual Behaviour Plan (IBP), a respite placement at another school and Pastoral Support Plan (PSP) which will have been carefully monitored with appropriate targets set.

A respite placement is used, post IBP, as a 'cooling off' to support the student reflecting on staying at their 'home school'. It may last up to 6 weeks, and may take place at another school, or at the school's internal support centre, then the student returns on a PSP. Failed PSP results in a supported transfer. The supported transfer results in the student moving from Bedford and subsequent support for behaviour being placed in the hands of another school or pupil referral unit. Once the supported transfer process has started, the student will not return to school.

12.0 Permanent Exclusion

The decision to exclude a student permanently is a serious one. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. It may also be used where there are exceptional circumstances and it is not appropriate to implement other strategies to deal with a first or 'one off' offence. These might include: serious actual or threatened violence against another student or a member of staff, carrying a weapon, supplying or being in possession of an illegal drug or alcohol, arson.

13.0 Investigating Incidents

Any member of the pastoral team or SLT may investigate an incident, but the correct incident investigation form must be used (see Appendix B). The investigation should canvas statements from the involved parties, witnesses and if necessary, staff. Statements must be passed to the Pastoral Manager or SLT for decision following an investigation.

14.0 Searching for prohibited items

If a member of staff suspects that a student is in possession of a prohibited object the student may be searched, ideally in the company of a chaperone or witness. A prohibited object may include drugs, cigarettes, weapons, fireworks or any item that might cause damage to another person or property. This search should be conducted by the Headteacher or a member of staff authorised by the Headteacher (usually SLT, PGO or Pastoral Manager). This search will ideally be conducted by a member of staff of the same gender as the student and with another adult (where possible of the same gender). Before any search is undertaken consent will be sought from the student. If consent is refused, the student will be asked to give a reason for the refusal and this will be recorded. Where there is suspicion of knives or weapons, alcohol, illegal drugs or stolen items (referred to in the legislation as 'prohibited items') the student may be searched without their consent. When being searched, students cannot be required to remove any clothing other than 'outer clothing' such as a coat or blazer. Searching a student's possessions includes searching a student's goods over which they have or appear to have control such as their school bag. Searches will be conducted in such a manner as to minimise embarrassment or distress. When items are found they can be confiscated if it is reasonable to do so and they are not allowed under the school rules. It is not necessary to inform parents before or after a search takes place or to seek their consent to search their child. Where objects are found however, the individual student's parents will be contacted when what is found constitutes a significant breach of the school code of conduct and especially where a 'prohibited item' is found.

15.0 Reasonable Force and Restraint

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

Separate advice is available in 'Use of Reasonable Force – advice for school leaders, staff and governing bodies'.

16.0 The role of the Police

The school makes use of the police service through the Wigan School Co-Ordinator service and is supported by a named officer who is in regular contact. The officer may meet with students, parents or both in school if they or the school are concerned that they may be at risk (or already are) offending. Parents will usually be contacted before any meeting takes place. A Good Behaviour Agreement will be made with students who are perceived to be on the 'edge' of petty or serious crime. A GBA is set up in conjunction with the police and runs for an agreed period of time with clear targets.

17.0 Bullying

Please refer to the separate anti-bullying policy for further detail. The school always seeks to deal with bullying in a robust way, and with sensitivity to the victim. Parents often worry about bullying and can feel 'out of the loop' when their children reach secondary school so the school policy is one of being as open as possible with all stakeholders. When a first bullying incident is reported, the protocol will always be:

1. Interview the victim, assure them that you will help them
2. Contact the victim's family to inform them that an allegation has been made and it is being investigated
3. Interview the alleged perpetrator, impressing on them that damage has been done and they may in part or in whole be responsible for that damage
4. Interview any witnesses
5. Update the families concerned
6. Put in place mediation between victim and perpetrator, overseen by a skilled pastoral colleague

If clear fault is present on one side, the student will receive a sanction. If there is no clear fault, the relationship will be repaired through mediation alone. If there are repeated incidents, either the process is repeated (if no fault) or sanctions are escalated (if clear fault identified), up to a possible permanent exclusion in extreme cases.

17.1 Incidents on Social Media

While most incidents of poor behaviour between peers occurs off site, the school recognises that communication is usually confined between peers at the same school and 'fall out' is often seen in school. This can undermine learning and students' ability to feel happy or safe at school. Where a student or parent complains of social media abuse, this will be investigated, and the same process seen in section 17.0 followed. However, the school will also involve parents and support them in fulfilling their role in guiding their child around safer internet use.

NB: Most social media sites (Facebook, Messenger, SnapChat, Instagram, TikTok etc) are accessed by apps on mobile phones and providers insist that users should be 13 or over. These rules are often overlooked by younger students and this can easily lead problems between peers. As a first action, the school will always advise any parent of an underage child to remove social media until they are old enough.

17.2 Criminal Bullying

If a bullying incident is reported to a member of staff which gives immediate concern that an offence may have been committed, there is a clear protocol to follow:

- The member of staff should alert the designated safeguarding lead as a child could be at immediate risk.
- The DSL will follow up immediately with the DHT i/c behaviour to involve the police and impose a sanction
- Parents will be contacted, the sanction imposed and police will visit school to follow up with the perpetrator(s)

18.0 Beyond the School Gate

Teachers have the power to discipline students for misbehaving outside of the school premises "to such an extent as is reasonable". When non-criminal bad behaviour or bullying is witnessed and reported by staff or a member of the public while the student(s) are off the school premises, it should be dealt with by a senior member of staff and passed to the pastoral team for an appropriate sanction. If necessary, statements or interviews with members of the public will take place.

Staff may discipline student for misbehaviour when the student is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or

- wearing school uniform or
- in some other way identifiable as a student at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school or
- poses a threat to another student or member of the public or
- could adversely affect the reputation of the school.

19.0 Allegations against a member of staff

If a student makes an allegation against any member of staff it will be dealt with under the school's Safeguarding and Child Protection Policy and Wigan Council's procedures for managing allegations against staff. First and foremost we will always seek to safeguard and promote the welfare of our students. In the event of a student making false, malicious or vexatious allegations against staff at school, their behaviour will be dealt with under this policy and repeated behaviour of this nature may risk a permanent exclusion.

Appendix A

Home/School Agreement



Bedford High School
to care | to learn | to achieve

2018-19

1. At Bedford, we believe in effective relationships with parents and guardians as a means to create a formula for success! By getting the basics right, we all enable your child to succeed. Please sign our home/school agreement to confirm that you will support us in helping your child every step of the way.
2. Send your child in to school having had a healthy breakfast and with a bottle of water to drink throughout the day.
3. Check the uniform policy (on the school website and sent out in the transition booklet in Year 7) to ensure you understand the expectations on uniform, particularly before buying expensive items such as shoes and coats.
4. Encourage good timekeeping. Give your child an alarm clock if you think they might get up late and not arrive in time for the start of school at 8.30am.
5. Value good attendance; anything under 95% should be seen as requiring improvement. There is a good chance your child's progress will dip when attendance falls below this figure.
6. Ensure your child understands what is acceptable behaviour on a school bus and in the community.
7. Guide your child on bullying; this is behaviour that is repeated, intended to hurt someone either physically or emotionally and often aimed at certain groups, for example because of race, religion, gender or sexual orientation. We don't tolerate it at Bedford.
8. Help your child copy their timetable into their planner so they have a permanent record of it. Make a spare copy to keep at home in place where it will be seen, eg. fridge.
9. Encourage them to work hard in ALL of their lessons, not just the ones they enjoy most or find 'easiest'.
10. Get your child used to self-testing; read, cover, copy and repeat.
11. If the school has to impose a sanction, please support us, especially if this is after school. A united front is the best way forward for your child.
12. Remind your child to show respect to all members of staff and be a good role model for others.
13. Support your child with homework, helping them to check Frog and plan their evening of work each night.
14. Encourage 30 minutes of reading per night.
15. Help check your child's bag each night to ensure they have their planner, pens, pencils and other stationery and their PE kit on the right day.
16. Agree a midweek curfew and stick to it. Ensure you know where they are in the evening if they go out, and that there is an adult present if they might be at risk of anti-social or risky behaviour.
17. Ensure your child gets plenty of sleep by removing their mobile phone or device from their room before they go to bed.

Name of Child _____ Form _____ Name of
Parent/Guardian _____

Signed _____

Date of signing _____

Appendix B

Incident Investigation Form



Print Name.....

Form.....

Date of

Incident.....Lesson/Time.....

Location.....

.....

Who was Involved

Describe what exactly happened (the facts & the cause)

What did you do? Were you just a witness? How were you involved?

Other witnesses/people who could help?

Other comments/Views/What should happen next?

Signed.....Supervised/Interview

by.....Date.....

Action Taken by Supervising staff?

Signed.....



Appendix C

ACCEPTABLE BEHAVIOUR CONTRACT

THIS CONTRACT is made on _____
BETWEEN _____ and BHS.

_____ AGREES the following in respect of
future conduct

1. **I will follow school rules.**
2. **I will not truant.**
3. **I will not threaten fellow students or staff within the school. This includes swearing.**
4. **I will not disturb the learning of others.**
5. **I will not behave in a way that would bring the school into disrepute. This includes my behaviour outside of the school.**

FURTHER _____ enters into a commitment with BHS not to act in a manner that causes or is likely to cause harassment, alarm or distress to anyone within the school.

Action on breaking the agreement

If _____ does anything which he/she has agreed not to do under this contract, and which BHS considers amounts to anti-social behaviour, an internal isolation period or fixed term or possible permanent exclusion may be given.

SIGNED _____ School
Representative

DATE _____

DECLARATION

I confirm that I understand the meaning of this contract and that the consequences of breaking the contract have been explained to me.

SIGNED _____ Student
(Signature of individual)

DATE _____

SIGNED _____ Parent/Carer
(Signature of parent or guardian)

DATE _____

Appendix D

Behaviour and Rewards Policy at a Glance

September 2019

Rewards

Level	Incident	Action
1	Good Progress	1 Achievement point
1	Good Effort	1 Achievement point
1	Excellent Homework	1 Achievement point
1	Excellent Classwork	1 Achievement point
1	Planner signed and well used	1 Achievement point
1	100% attendance and no lates	1 Achievement point
1	Attended an extra-curricular activity	1 Achievement point
2	Completed corridor card	5 Achievement points
2	Exception Classwork or Homework	Student Recognition Postcard
2	Exception Effort	Excellent Effort Postcard
3	Completion of a RAK Card	RAK Medal

Sanctions

Level	Incident	Action	Escalate to
1	Failure to attend a catch-up session	Student informed	T&L Leader
1	Failure to complete all work	Imposition form	Teacher detention
1	Failure to follow the learning code	Name and 2 ticks Teacher detention	T&L Leader
1	Homework issue, extension given	Extension issued by teacher	Teacher
1	Homework issue, P6 issued	Period 6 Homework Support	T&L Leader
1	Inappropriate behaviour at unstructured time	PGO	PM
1	Persistent lack of equipment	Teacher detention	T&L Leader
1	Persistently late to lesson	Teacher detention	T&L Leader
2	Persistently refusing to follow the learning code	T&L Leader	Pastoral Manager
2	Failure to attend teacher detention or Period 6	T&L Leader detention	SLT subject link
2	Leaving lesson without permission	PGO call out	Duty Officer
2	Use of electrical device on site	PGO call out	Duty Officer
2	Arguing with staff	PGO call out	Duty Officer
2	Rude or abusive behaviour between peers	PGO call out	Inclusion
3	Persistent bullying	Inclusion/restorative	FTE
3	Buddied - WSD	Whole School Detention	PM/SLT intervention
3	Failure to attend lates detention - WSD	Whole School Detention	PM/SLT intervention
3	Persistent uniform infringement or lateness	FT/PGO/PM report	SLT report
3	Failure to hand over electrical device when used without permission	PGO call out	Duty Officer
3	Vandalism in any form	PGO community service	SLT year link
3	Internal truancy	Teacher Detention	PM Detention
3	External truancy	PM Detention	Inclusion
3	Fighting	Inclusion	FTE
3	Walking away from staff	PGO call out	Inclusion
3	Persistent bullying	Inclusion, RJ	FTE
	Persistent punctuality issues	FT report	PGO report
	Persistent uniform issues	FT report	PGO report
3	Smoking/in the company of smokers off site (inc e-cigs)	Inclusion	Police intervention
3	3 ticks on corridor card – WSD	WSD	Inclusion
4	Threatening behaviour towards a member of staff	PGO call out	Inclusion
4	Assault on a student	Inclusion & PGO Detention	FTE
4	Racial, homophobic or disablist abuse	Inclusion/RJ	FTE
4	Selling goods on school site	Inclusion	Police intervention
4	Bringing the school into disrepute	Inclusion	Police intervention
4	Exam Disruption	Inclusion	FTE/Exam Contract
3	Smoking/in the company of smokers on site (inc e-cigs)	Inclusion	FTE & Police
5	Theft from students, staff or school	Refer to SLT	FTE/Perm Ex
5	Setting off the fire alarm	Refer to SLT	FTE/Perm Ex
5	Assault on staff	Refer to SLT	FTE/Perm Ex
5	Serious one-off incident	Refer to SLT	FTE/Perm Ex
5	Possession of illegal substances	Refer to SLT	FTE/Perm Ex
5	Supply or attempt to supply illegal substances	Refer to SLT	Perm Ex
5	Possession of a weapon	Refer to SLT	Perm Ex
0	Inclusion placement	Inclusion	NA

Appedix E - Reports

The following information shows the possible progression of student on report. SLT behaviour will decide on appropriate level of report along with Pastoral Managers.

Form Teacher Report

2 weeks, followed by 1 week review (monitor with SIMS).

Small card

2 personalised targets set by form tutor

PGO

2 weeks, followed by 1 week review (monitor with SIMS).

A5 card

2 personalised targets set by PGO

PGO Comment at bottom

Pastoral Manager

2 weeks, followed by 1 week review (monitor with SIMS).

A5 card

2 personalised targets set by LM

LM Comment at bottom

SLT

2 weeks, followed by 1 week review (PGO to report to SLT).

2 personalised targets set by PGO/LM

SLT Comment at bottom

Prior to an IBP starting, Pastoral Managers will present case for IBP with support package including strategies for behaviour as agreed with SENCO. Pastoral Managers will present case one of two ways.

a. Present to Governors Panel Meeting

Governors to be part of process of moving to IBP and providing additional support strategies.

b. Present to SLT behaviour

ABC

2 weeks, with interim review. Triggered at the stage before IBP or after 3 inclusions, at the SLT link's discretion.

IBP Report

12 weeks, with 6 week review.

Pastoral Managers to set 3 targets with support package.

Operated by PGO.

Pastoral Manager and PGO in review meetings.

Failed IBP leads to respite placement.

PSP Report

16 Weeks, with 8 week review.

Pastoral Managers to set 3 targets with support package.

Pastoral Managers operate and review.

Supported Transfer if they fail.

Appendix F - Pastoral Team Roles and Responsibility

Deputy Headteacher

Strategic lead on all pastoral systems in school

AHT – Pastoral Support and Guidance

Implementation of all pastoral systems in school

DOL – Designated Safeguarding Lead

Safeguarding lead
Achievement of CLA
Destinations
Form Time

Pastoral Managers

Raising achievement
Behaviour
Attendance

Pastoral Guidance Officers

Behaviour
Attendance

Safeguarding Mentor

Caseload of CP, CIN and CLA cases
Achievement of CLA

Alternative Curriculum Co-ordinator

Caseload of All About Me students
Attendance visits

Attendance Team

General attendance actions
Generation of the Whole School Detention (WSD) and P6 list each day



Appendix G – Imposition Form

Lesson Imposition Form

Student's name _____ Form _____

Staff setting this work: _____ Subject: _____ Date _____ Time _____

Student

You have been requested to complete work that was either not completed or not completed to a good standard in the lesson today. You will be expected to complete this work from home today and hand it back to your teacher for marking by the deadline stated. Failure to do this will result in an after-school detention being issued by the teacher.

Reason for this imposition form being issued:

- Did not complete work to expected standard
- Late to lesson
- Behaviour issue (detailed on SIMS)
- Other _____

Explanation of the work necessary (any support materials worksheets should be stapled to this form):

- Worksheet Detailed in book Other (state below)
- Details on Frog Attached to this form

Deadline for this work (usually the next day):

Parent or Guardian

Please supervise your child in completing this work, sign when it is completed to a standard you deem acceptable and ensure your child puts it into their school bag to hand in to the teacher who has issued the form on or before the deadline. Please sign below to show that you have seen this form, given guidance to your child and have seen the final piece of work. If you encounter any problems with the work, please contact your child's teacher as soon as possible.

Signed _____ Date _____

Relationship to the child _____