

Bedford High School

A specialist Business and Enterprise College

To Care To Learn To Achieve



Behaviour, Rewards and Anti-Bullying Policy

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Changes History

Version	Date	Description	Changes
7.1	November 2021	Detail on managed moves updated	Page 7-8
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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 are expected to sign a home-school agreement (copy in Appendix A) 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).

1.1 The Bedford SPIRIT

The Bedford SPIRIT means to Strive, Persevere, show Independence, Respect and Integrity, while being Tolerant of others. The SPIRIT ethos is taught explicitly in school and the virtues linked to everything the school does. The school seeks to develop young people into individuals who display these virtues as part of their character. See Appendix B 'What SPIRIT means to us' and Appendix C 'SPIRIT award criteria' for further information.

2.0 Learning and Social Routines

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 student understanding of socially acceptable and appropriate behaviour.

By consistently adopting and reinforcing whole-school protocols for teaching routines, this will help students to develop effective learning habits that will have a positive impact on student behaviour, engagement and learning. Our learning routines are:

- Silence in lessons

- Work hard and be active in lessons
- Be equipped and ready
- Complete homework
- Leave lesson silently

Our Social routines are:

- No mobile phone use in school
- Calm and safe corridors
- Respond respectfully to the register
- Respond respectfully to staff and others
- Use good manners
- Keep school tidy and clean
- Do it first time
- Look smart, wear uniform with pride

2.1 Embedding Routines

Gate Duty

The PGO, PM and if available the SLT Year Link meet students on their designated gate each morning. The focus of the 'meet and greet' is to set the standard for positive routines and relationships from the start of the school day.

The focus of gate duty is to:

Welcome students to school, say good morning, smile and insist **on** ~~in~~ the same in return.

Check uniform, taking any students to one side who need to have uniform corrected

Check equipment, making a note of names to refer to the FT for logging and intervention.

Staff Survey

A weekly staff survey is sent out on Friday afternoons, which gathers staff voice on learning and social routines, school climate and any areas where further SLT support is needed.

Focus Weeks

Dependent on the outcome of the staff survey, some areas may be a focus for further training for students to develop their habits. Training takes place after school for students who need support in these areas:

Strive – missing basic equipment

Persevere – leaving lesson without permission

Independence – missing KO file

Respect – incorrect uniform

Integrity – disrespectful language

Tolerance – poor corridor behaviour

2.2 Roles and Responsibilities

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

Class Teacher

To implement the behaviour policy and a range of rewards and sanctions appropriately and accurately. To phone home when appropriate.

Form Tutor

To engage in a range of activities, directed by SLT, with forms. To monitor punctuality, attendance, uniform, equipment and offer pastoral support. To build a sense of community and team spirit within the form.

PGO

To respond to call outs, establish and monitor Behaviour Improvement Plans (BIPs), contact parents regarding serious incidents. To sanction and reward for events in unstructured time.

T&L Leader

To support members of their team and reward/intervene when incidents are escalated, and before they are referred to the pastoral team.

SLT

To act as support the T&L Leader and/or year team to reward/intervene upon referral.

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, though a list of what behaviours to reward are listed in Appendix C. All staff are encouraged to reward good behaviour using an appropriate reward. Pastoral Managers will adapt rewards to encourage specific positive behaviours as appropriate. Achievement points are awarded (through Class Charts) through one of the SPIRIT virtues for good work in class, academic progress and contribution to the school community. Once students reach 25 points in each of the SPIRIT virtues, they qualify for a badge corresponding with this area. See Appendix C.

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).

This authority 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 Class Charts as a 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 will be recognized by the teacher. This could involve putting their names written on the board, with the expectation that they receive achievement points during or after the lesson.

Staff should give up to three verbal warnings if a behaviour needs correction. At some point, during the three warnings, it may be necessary to ask the student to move seats.

Stage 1 – up to three verbal warnings are given, with a possible seat change.

Stage 2 – if the behaviour is not corrected, the teacher should ‘buddy’ using the faculty’s buddy system or call for a PGO who may facilitate.

Stage 3 – the PGO may call for support from a duty officer if the behaviour is not corrected at the PGO’s request.

Whenever support is called for from a PGO or Duty Officer for a student in lessons, the class teacher must always follow with all or some of these actions:

- T&L leader informed and a restorative conversation implemented
- Detention at break, lunch or after school
- An imposition form set for the work missed (see Appendix E)
- A phone call home (essential if the student is ‘buddied’)
- Follow up meeting with the parent

Not all actions will be appropriate to all situations.

Attitude to Learning (ATL) scores

Every lesson, the teacher should access the register on SIMS and should ‘score’ each student for their ATL. High ATL scores are awarded by Pastoral Managers at half termly rewards assemblies. 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

Detentions

Staff may issue 10 minutes detentions at break, 20 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 and the detention arranged for the next day. 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 the T&L leader.

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.

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

Confiscation

Any item which is deemed to be a distraction, could be harmful to self or others, or which contravenes the school's behaviour policy, may be confiscated.

Mobile Phone and other linked devices

Handheld devices such as mobile phones, tablets and earphones should not be seen, heard or their use suspected in school. Students are discouraged from bringing expensive equipment, such as phones, to school but if they do bring such items in then it is recommended that they are stored securely in bags. The school is not liable for loss or damage, while on school site, even if items change hands to a member of staff, having been confiscated. If any of these items are seen by a member of staff they will be confiscated and passed a PGO, who will store in a secured location in the student's file 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 time. On a third offence, a mobile phone contract is triggered and the parent takes responsibility for their child keeping their phone at home.

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 Tackling Peer-on-Peer Abuse, including Bullying, at Bedford

Abuse between peers and bullying is not tolerated at Bedford High School. The school recognises the extremely detrimental effects that these behaviours can have on young people's lives and takes the issue very seriously. Whatever the motivation of the abuse or bullying, whether related to prejudice, ignorance or a combination of both whatever its character; racial, sexual, religious, appearance related or other and whatever its manifestation; emotional, physical, online bullying or other means, it is unacceptable in our school community. The school seeks to provide a safe and happy learning environment and bullying is clearly counterproductive to this. This anti-bullying policy which forms part of its overall behaviour policy is regularly reviewed. The policy has a disciplinary aspect but also a supportive and pastoral aspect for both perpetrators and victims.

5.1 Definition of Peer-on-Peer Abuse

Peer-on-peer abuse includes, but is not limited to:

- physical and sexual abuse
- sexual harassment and violence
- emotional harm
- on and offline bullying
- teenage relationship abuse

It can even include grooming children for sexual and criminal exploitation.

5.2 Types of bullying

Bullying can happen for a large number of reasons but the most common are listed below:

Homophobic (any incident perceived by the alleged victim or any other person to be targeted around being lesbian, gay or bisexual. People do not have to be lesbian, gay or bisexual to suffer homophobic bullying).

Racist (any incident perceived to be racist by the alleged victim or any other person. Incidents related to religion, culture or those involving students who identify as Gypsy/Roma traveller come under this heading too).

Related to disability, special educational needs or health (behaviour perceived to be insulting to people with a range of medical, mobility, sensory, mental health or learning impairments. Incidents related to other health or Special Educational Needs come under this heading too).

Related to home circumstances (e.g. young carers or children in care)

Sexist (incidents perceived to be demeaning to a gender in general. If unchallenged this can eventually lead to domestic violence).

Sexual (incidents include intrusive language, damage to sexual reputation, inappropriate touching and other behaviour perceived to involve unwanted sexual attention).

Transphobic (incidents are those perceived to be insulting to someone's gender identity or to transgendered people).

5.3 Signs and Symptoms of peer-on-peer abuse and bullying

Signs of bullying can be extremely variable and will very much depend on the individual but some of the more common signs include:

Physical signs e.g. Physical injuries, damaged clothing with no convincing explanation and general ill-health due to stress.

Emotional signs e.g. mood swings, apparent changes in personality, constant anxiety/nervousness, depression or tearfulness for no apparent reason, lack of confidence, negative self-image, hostility and defensiveness.

Behavioural signs e.g. withdrawn, frequent, unexplained absences, poor concentration, eating disorders, alcohol/substance misuse, evidence of self-harming and disruptive/challenging/bullying behaviour.

General e.g. frequently "lose" money/possessions, appears tired and lethargic, avoids entering/ leaving school with others.

5.4 Procedures / responding to bullying accusations and incidents

In the event of bullying the school has the following procedures:

Investigate the situation by talking to all the:

- Children and young people involved
- Witnesses
- Appropriate staff members

Record, in oral, written or picture form, the situation from

- Children and young people involved
- Staff involved
- Witnesses

Respond to the child or young person who is bullied, hurt or upset by:

- Actively listening to their concerns.
- Offering support and strategies to deal with unacceptable behaviour.
- Protecting the child and ensuring their safety as and when necessary.
- Involving parents.
- Involving external agencies to support child as appropriate.

Investigations

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.

The flow chart below shows the process that is used whenever an abuse or bullying incident is reported:

Reporting peer-on-peer abuse flow chart

See it, hear it, suspect it, challenge it.....Report it.
#shoulder2shoulder

Monitoring and review period

Appropriate sanctions are imposed

The victim is supported appropriately & the perpetrator is educated

The incident is investigated by the pastoral team & parents are notified

Student reports a peer on peer abuse incident to a member of staff – verbally or by emailing
(concern@Bedford.wigan.sch.uk) .
This is logged on class charts and reported to the pastoral team.

Incidents of bullying with appropriate outcome, actions and sanctions / support are recorded using the online behaviour system which is regularly checked by staff.

Appropriate sanctions are applied in appropriate proportion to the event. These include detentions, time in Inclusion, letters of apology, restorative justice work. In the event of all other avenues being exhausted or in particularly serious cases this may lead to exclusion in line with the DfE Revised Guidance of September 2007, Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units, (Section 17) states:

“In cases where a head teacher has permanently excluded a pupil for persistent and defiant misbehaviour (which would include racist or homophobic bullying)...the Secretary of State would not normally expect the governors’ Discipline Committee or an Independent Appeal Panel to reinstate the pupil.”

However, governors would need to examine the evidence that a wide range of strategies had been tried and failed to affect a positive change in the bullying behaviour.

5.6 Bullying of staff by students, parent/carers or other staff

An incident of this nature would be reported to the headteacher, investigated and appropriate staff suffering from or concerned about bullying can also contact their trade union or professional association for support and advice.

5.7 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 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. What’s App has a user age of >18. 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.

5.8 Incidents out of school

School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

5.9 Involving parents

The parents of the involved parties will be kept informed of investigations and the possible sanctions imposed. Parents will be welcomed into school to discuss the situation with the Learning Manager, PGO and / or a senior member of staff, as appropriate.

5.10 Anti-Bullying Complaints

In the first instance, parent/carer should contact their child's Learning Manager. This gives parents/carers an opportunity to voice their concerns and gain a resolution early in the process rather than it escalating to more formal concerns.

5.11 Strategies to Reduce Peer-on-Peer Abuse and Bullying

The school has adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour including:

The support group approach/No Blame Approach

Peer mediation

Peer counselling

Buddy systems

PSHE programme

Self esteem workshops

Restorative approaches

Schemes of work in subject areas

Encouraging students to take responsibility for themselves and others

Providing opportunities for students to discuss bullying and to contribute towards the school action on bullying during:

Form Time

PSHE

Assemblies

Student Voice (the JLT)

Theatre groups

Anti-Bullying Week

Staff should question inappropriate behaviour and reinforce expected behaviour:-

When an incident occurs

At a specific time e.g. form period, assemblies

Through curriculum studies e.g. Citizenship, Expressive Arts, English etc. Curriculum studies should also include programmes that build self-esteem, self-confidence and responsible assertiveness

Staff should provide support and protection for any victim of bullying:-

Identify signals – lateness, 'illness', lost money etc

Interventions – treat seriously and support.

Work out coping strategies and involve the support and inclusion of members of staff

Useful contacts

For a full list of contacts regarding all areas of bullying mentioned in this policy, go to the DfE's guidance 'Preventing & Tackling Bullying'

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

6.0 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 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.

Homework Club exists to support students in getting into good routines with homework or for those who need somewhere quiet to work. Students can attend voluntarily, or may be referred by a pastoral manager.

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

7.0 Uniform

Form tutors will check uniform at the start of the day, once students have arrived in form. Twice per week SLT will conduct inspections of their linked year groups. If a student is not in the correct uniform, their parents will be 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. If this is not possible, they will be held in inclusion until a parent can rectify the problem.

8.0 Monitoring and Mentoring

The pastoral team engage on mentoring students when it is needed. The school also has a Recovery Mentor whose role exists to support students back into positive routines post-Covid-19. The mentor uses the student-led Level Best programme by PiXL to support students who have engaged in low-level disruption and are struggling to settle to get back on track.

9.0. Inclusion

Inclusion is usually reserved for students who commit a severe breach of the code of conduct or for persistent refusal to co-operate. Other cases can be admitted at the DHT's discretion. 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.

10.0 Monitoring Reports

ABC (Acceptable Behaviour Contract – Appendix G)

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 expectations that all students are expected to follow. The intention is to keep things simple and achievable but to gain speedy results. During the two-week period, student and Pastoral Manager must meet to review progress towards meeting these targets. Failure of an ABC leads to a parent meeting and a possible BIP being put in place.

GPA (Governor Panel Agreement – Appendix H)

This is similar to an ABC, but usually results when the incident(s) have been severe and the student is at risk of losing their place in school. The GPA is accompanied by the parent's attendance to a governor panel where the incident(s)

are discussed. The agreement is monitored for a 6-week period with a view to the student passing the agreement and being discharged. Failure of a GPA will lead to the governors deciding the next steps for the student.

BIP (Behaviour Improvement Plan)

This is a longer-term pastoral support plan, intended to draw in agencies to support the student making the changes they need to. It is complex and personalised and seeks to remove as many barriers to achievement as possible. Because a BIP draws upon as many areas of support available to a mainstream school as possible, failure of a BIP leads to the student losing their place in the school.

11.0 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.

12.0 Respite Placements and Managed Moves

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 GPA or BIP which will have been carefully monitored with appropriate targets set.

Section 29a Education Act 2002 Education and Skills Act 2008 (legislation.gov.uk)

Ideally the school will always seek parental support and cooperation for a managed move, however, there are also times where this is not forthcoming. Section 29a can be used for respite and placement up to 12 weeks to improve behaviour, where parental consent is not required for direction.

Summary of act and powers below:

The governing body of a maintained school in England may require any registered pupil to attend at any place outside the school premises for the purpose of receiving educational provision which is intended to improve the behaviour of the pupil.

Typically, this strategy will only be considered when a pupil is at risk of permanent exclusion. The student would remain on the school roll during the prescribed period that the pupil is attending the off-site provision. Parental consent is not required in order for a school to direct a student off-site under this provision. However, the school will ensure that this is as collaborative a process so far as is reasonably practicable, if this strategy is required.

A respite placement is used, post GPA or BIP, 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 BIP if they are not already on one. A failed BIP could result in a managed move to another school so that a permanent exclusion can be avoided. The managed move relies on the support from the receiving school to ensure the placement is a success. If it is, the student joins the roll of the receiving school permanently.

13.0 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.

14.0 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.

15.0 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, vapes or e-cigs, 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. **Where a prohibited item is found, a permanent exclusion of the student may be considered.**

16.0 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, vapes, 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'.

17.0 The role of the Police

The school makes use of the police service through having a linked police officer and is supported by that 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.

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

2021-22



Bedford High School

to care | to learn | to achieve

At Bedford, we believe in effective relationships with parents and guardians. If we work as a team, we 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.

Send your child in to school having had a healthy breakfast and with a bottle of water to drink throughout the day.

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.

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.

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.

Ensure your child understands what is acceptable behaviour on a school bus, and in the community.

We are a mobile phone free zone. Encourage your child to leave their phone or device at home. If your child must have their phone with them, remind them to switch it off before school. If a child is seen *with or using* a mobile phone on school premises it will be confiscated and you may be required to come into school to collect this.

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 do not tolerate it at Bedford.

Help your child copy their timetable into their KO file 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.

Encourage them to work hard in ALL of their lessons, respect silence in lessons, work hard and be an active learner.

Get your child used to self-testing; read, cover, copy and repeat.

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.

Remind your child to show good manners and respect to all members of staff and be a good role model for others.

Support your child with homework, helping them to check Frog and plan their evening of work each night.

Encourage 30 minutes of reading per night.

Help check your child's bag each night to ensure they have their KO file, pens, pencils and other stationery and their PE kit on the right day.

Agree a midweek curfew and stick to it. It's a good idea to ensure they understand clear boundaries as children often behave differently in the community when unaccompanied by adults.

Ensure your child gets plenty of sleep by removing their mobile phone or device from their room at least an hour before they go to bed. Blue screens from devices can disrupt the quality of sleep, which can affect a child's ability to consolidate their learning from the previous day as well as affect their ability to concentrate in lessons.

If your child cycles to school, please speak to them about using a helmet and safe cycling. Weaving in and out of traffic, riding without hands on handlebars, carrying other children on bikes and other unsafe practices can lead to your child being asked to find alternative means to get to and from school.

Name of Child _____ Form _____ Name of Parent/Guardian _____
Signed _____ Date of signing _____

Appendix B

SPIRIT



What SPIRIT means to us...

We STRIVE for excellence. We want the best for ourselves and our futures and work hard to get it. We learn actively, dream big and have ambition. We play the long game and aspire to do well. Our horizons are wide, and we are excited to explore. We respect and care for our environment. We never drop rubbish, and we are proud of our school.

We PERSEVERE, when the going gets difficult. We solve problems and have a 'can do' attitude. We focus and reflect on ourselves as learners to make progress. We manage our workloads at home and complete homework to a good standard. We value being mentally tough and resilient and can draw upon inner strength when we are being challenged.

INTEGRITY is important to us. Forming our own ideas and being honest about ourselves and having the confidence to do what is right. We listen carefully to other opinions and decide for ourselves. We respond to the register with 'yes miss' or 'yes sir' and always say 'please' and 'thank you'. We aim to make eye-contact, we speak with full sentences, and we use respectful and grammatically correct language. We listen and we follow instructions, we respect the adult's decision, and we never show defiance or walk away from staff.

We show RESPECT and care, including to other people or ideas we don't agree with. We greet others and smile to show that we value all individuals at our school. We respect the teacher's right to teach and a learner's right to learn. We are tactful and think before we act. We wear the uniform with pride and attend every day and show good time-keeping. We keep to the left on two-way corridors, follow the one-way system. We keep our hands to ourselves and we never run. We are respectful and calm so that we are safe and ready for learning.

We are INDEPENDENT, influenced by the good and have the strength of character to resist the bad. We self-start and motivate ourselves. When we achieve, we have made that happen ourselves. We don't use our mobile phones in school.

We show TOLERANCE and kindness towards others. Understanding difference and celebrating diversity is important to us, and what makes our school unique. We empathise with others and have a positive influence on those around us.

Appendix C

SPIRIT awards

Strive

Perform well or at a higher level than expected in classwork
100% attendance and on time every day
Good progress
Attended extra-curricular
Lead Learner
Star Reader of the Week
Online learning champion
Word Millionaire

Perseverance

Demonstrate 'thinking hard' skills
Good effort
Improvement to attendance
Word Warrior
Attended Period 6
Extra engagement in Period 6

Independence

Good or improvement in punctuality
Excellent homework
Planner signed and well used
KO file organised and well used
Significant independent reading

Respect

Correct uniform
Good attitude
PGO award for respect
Effective collaboration with others

Integrity

Good Samaritan work
Brings the right equipment; pen, pencil, ruler, KO file, calculator, strong bag
Service to the school
Act of kindness
PGO award for integrity

Tolerance

Thinking of others
Good corridor behaviour
PGO award for tolerance

Appendix D

Sanctions at a Glance

September 2021

Level	Incident	Default Action	Escalate to
1	Homework issue – extension given	Warning issued	Catch-up
1	Homework issue – catch-up issued	After school teacher detention	T&L Leader
1	Distracting behaviours	Warning issued	DT or PGO call
1	Failure to complete all classwork	Imposition form	T&L Leader
1	Lack of equipment	Refer to PM	Focus*
1	Late to lesson	Teacher break detention	PM
1	Inappropriate behaviour at unstructured time	PGO – lunch detention	SLT Year Link
1	Uniform issue	Refer to PM	Focus*
2	Failure to attend a teacher detention	T&L Leader detention	SLT Sub Link
2	Failure to attend a punctuality detention	PM detention	SLT Year Link
2	Arguing with staff	Phone call home, restorative conv	T&L Leader
2	Leaving lesson without permission	Restorative conv, possible detention	Focus*
2	Persistent distracting behaviours	Buddied, call home, imp form if req	T&L Leader
2	Use of an electronic device on site	Confiscated and referred to PGO	SLT Year Link
2	Rude or abusive behaviour between peers	Restorative conv	Focus*
3	Internal truancy	After school teacher detention	T&L Leader
3	Buddied from lesson	Phone call home, rest conv/BBB actions	T&L Lead/PM
3	Assault on a student	Inclusion or FTE	PM
3	Failure to hand over electronic device	PGO call-out, Inclusion or FTE	DO
3	In the company of smokers	PGO call-out, Inclusion or FTE	DO
3	Persistent bullying	PGO call-out, Inclusion or FTE	DO
3	Disruptive or unsafe corridor behaviour	PGO call-out, Inclusion or FTE	Focus*
3	Vandalism in any form	PGO call-out, Inclusion or FTE	DO
4	Racist abuse	PGO call-out, Inclusion or FTE	DO
4	Disablist abuse	PGO call-out, Inclusion or FTE	DO
4	Sexuality abuse	PGO call-out, Inclusion or FTE	DO
4	Bringing the school into disrepute	PGO call-out, Inclusion or FTE	DO
4	Exam disruption	PGO call-out, Inclusion or FTE	DO
4	External truancy	PGO call-out, Inclusion or FTE	DO
4	Threatening behaviour	PGO call-out, Inclusion or FTE	DO
5	Assault on staff	PGO call-out, Inclusion or FTE	DO
5	Possession of a weapon	PGO call-out, Inclusion or FTE	DO
5	Possession of illegal substances	PGO call-out, Inclusion or FTE	DO
5	Setting of the fire alarm	PGO call-out, Inclusion or FTE	DO
5	Theft from students or staff	PGO call-out, Inclusion or FTE	DO
5	Serious one-off incident	PGO call-out, Inclusion or FTE	DO

Focus* = areas of focus for further training for individuals after school if required, as part of focus weeks.

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 Class Charts)

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 _____

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.....



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 show respect to others and the school environment.
3. I will not use abusive language.
4. I will not disturb the learning of others.
5. I will bring all equipment necessary for learning each day.

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 will take place before a respite placement to another school will be considered. The student also risks being excluded, either on a fixed term basis or permanently.

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 H

GOVERNOR PANEL AGREEMENT



This contract is made on _____

between _____ and Bedford High School.

_____ agrees the following in respect of future conduct.

- 1
- 2
- 3
- 4
- 5

Further to this _____ 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 Bedford High School considers amounts to anti-social behaviour, an internal isolation period will take place before a respite placement to another school will be considered. The student also risks being excluded, either on a fixed term basis or permanently.

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. My behaviour will be monitored closely from now until the end of the academic year and the above action can be taken at any time.

SIGNED _____ Student
(Signature of individual)

DATE _____

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

DATE _____

Appendix I

Pastoral Team Roles and Responsibility

Deputy Headteacher

Strategic lead on all pastoral systems in school

AHT – Designated Safeguarding Lead

Safeguarding lead

Achievement of CLA

Director of Learning

Form Time

Careers and destinations

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

Behaviour Intervention and Learning Support team

Individual cases of medium-to-high-level disruption

Recovery Mentor

Individual cases of low-level disruption

Attendance Team

General attendance actions

Text communications with parents