

Bedford High School

A specialist Business and Enterprise
Work Hard – Be Respectful – Take Responsibility



Behaviour, Rewards and Anti-Bullying Policy

School Address	Manchester Road Leigh WN7 2LU
School Contact Number	01942 909009

Document control

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Current author	Bridget Moss
Governing Committee	Curriculum
Electronic copies of this plan are available from	FROG VLN
Hard copies of this plan are available from	School Business Manager
Public sector equality duty guidance considered	Yes

Changes History

Version	Date	Description	Changes
11.0	September 2025	Policy reviewed and updated: Use of the term 'Raising Achievement Officer' Tracking of behaviour Failure to complete detentions Mobile phone policy Staff image or comments in social media	3, 4 5 7 8 11

		The use of governor panels	13
		The process of return from suspension	14
		Searching and confiscation	15
		Roles of pastoral staff	26
9.0	September 2023	Policy review and updated in line with DofE guidance around suspensions and managed moves (September 2023)	Full policy
8.0	September 2022	Policy reviewed and updated	Full policy
7.1	November 2021	Detail on managed moves updated	Page 7-8
7.0	September 2021	Policy reviewed and updated	Full policy
6.0	September 2020	Policy reviewed and updated	Full policy
5.0	September 2019	Policy reviewed and updated	Full policy
4.0	September 2018	Policy reviewed and updated	Full policy
3.0	September 2017 update	Policy reviewed and updated	Full policy
2.0	September 2016 update	Policy reviewed and updated	Full policy
1.0	September 2015 update	Policy reviewed and updated	Full policy

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 striving, persevering, nurture independence, show respect and demonstrate integrity and tolerance.

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.

Work Hard

Be Respectful

Take Responsibility






All students will follow our Classroom and Social Routines



Classroom Expectations

We do these to respect others so that teachers can teach and the learners can learn.



<p>When the TEACHER greets you at the door and sets the Do-Now task...</p>  <ul style="list-style-type: none"> You will arrive on time Greet the teacher Remove Coats Unpack Equipment Complete Do-Now Task in silence. 	<p>When the TEACHER talks...</p>  <ul style="list-style-type: none"> Track the teacher Listen to the teacher Respond to the teacher 	<p>When the TEACHER sets an independent practice task...</p>  <ul style="list-style-type: none"> You will work hard in silence Raise your hand if stuck and wait for the teacher to help you. 	<p>When the TEACHER sets a social task...</p>  <ul style="list-style-type: none"> Listen Participate Respect Support 	<p>When the TEACHER finishes the lesson...</p>  <ul style="list-style-type: none"> Pack away and tidy Pause and stand Praise and recognition for effort Leave lesson calmly Be on time for the next lesson
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Social Expectations

We do these so that we are safe and can all strive to be successful adults.



<p>MOBILE-FREE ZONE</p>  <p>We don't use our phones when at school.</p>	<p>CALM & SAFE ON CORRIDORS</p>  <p>We keep to the left and stick to the one-way system. We keep our hands to ourselves and never run. We are respectful and calm.</p>	<p>RESPOND RESPECTFULLY TO REGISTER</p>  <p>We respond to the register with 'Yes Sir' or 'Yes Miss'.</p>	<p>DO IT FIRST TIME</p>  <p>We listen and we follow instructions. We never question the adult's decision and we never show defiance.</p>
<p>USE GOOD MANNERS</p>  <p>We say 'please' and 'thank you'. We show gratitude, we are kind and respectful.</p>	<p>RESPOND RESPECTFULLY TO STAFF AND OTHERS</p>  <p>We make eye-contact, we speak with full sentences and we use respectful and grammatically correct language.</p>	<p>KEEP SCHOOL TIDY & CLEAN</p>  <p>We respect and care for our environment. We never drop rubbish, and we are proud of our school.</p>	<p>LOOK SMART & WEAR UNIFORM WITH PRIDE</p>  <p>We always wear the correct uniform. We look smart and take pride in our appearance.</p>

Staff are trained to make sure that they collectively embody this school culture, upholding the behaviour policy at all times and responding to breaching of the school routines consistently and fairly. Pupils are taught explicitly what good behaviour looks like. Some pupils will need additional support to reach the expected standard of behaviour.

Where possible, this support is identified and put in place as soon as possible to avoid routines breaches occurring in the first place.

The behaviour policy is communicated to staff, parents and guardians after each update, and the Home School Agreement (see Appendix A) explains the parent or guardian's role within it. After each update on the policy, there is a train-implement-review process observed with staff, to ensure consistency of application of the policy. The Junior Leadership Team discuss and feed back on aspects of the behaviour policy in their regular meetings.

1.1 Embedding Routines

Gate Duty

The PGO, PM, RAO 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 the same in return
- Check uniform, taking any students to one side who need to have uniform corrected
- Check that student has a pen / pencil case and that mobile phone is switched off
- Welfare check students

Form Time

Students are taught the Classroom and Social routines as a behaviour curriculum in form time, at regular intervals.

High expectations

We want students to take pride in their work. We also want them to take responsibility for their progress by working with teachers to improve their knowledge and skills.

- Students must take pride in their work. Their books and folders must not contain any graffiti. Any work that is not well presented should be redone. Any students that do not present their books or folders to a high standard may be asked to re-write their entire work out again neatly.
- Students who have not completed essential work in their exercise books during lessons should be made to do so during unstructured times or as part of Homework.
- Students will be expected to try their best during any assessed tasks and will be required to redo work if their teacher believes that the work falls below what they are capable of completing.
- Students who write in a way that is often hard to read should be coached to perfect their writing. They should be encouraged to slow down the pace of it and it might be necessary to request that a student does not use joined up writing.
- Students must present work extremely neatly at all times and, where possible, underline a date, learning context and finished work.
- Students must always write with a blue or black pen for handwriting purposes unless they have been instructed to use other colours for e.g. when doing peer assessment, self-assessment or acting on feedback.
- students will receive feedback on incorrect spellings. For those students who make a lot of spelling errors, teachers should prioritise the most significant vocabulary. This may include high-frequency words (eg. because, their, where) or important subject-specific vocabulary (government, muscle, sustainability, Renaissance, España).
- Spelling errors should be marked with SP and students should rewrite the word correctly 3 times. Teachers should determine how much support is required with providing the correction.

1.2 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.

1.3 Roles and Responsibilities

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



Class Teacher

To implement the behaviour policy and a range of rewards and sanctions appropriately and accurately. To phone home when a sanction is imposed. The rationale for this to gain parental support with the full facts behind the incident and how it can be put right to enable the student to get back on track in that lesson.

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.

Pastoral Manager

To be the strategic lead on attendance, supporting behaviour and raising achievement in the year group.

PGO

To respond to call outs, establish and monitor supportive Learning Plans put in place for those on their caseload, contact parents regarding serious incidents. To sanction and reward for events in unstructured time.

Raising Achievement Officer

To work with a cohort of students in Year7/8, 9/10 or 11 to remove barriers to achievement.

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.

And,

SENDCO

To gatekeep referrals from the form tutor for students whose behaviour may indicate they need support.

2.0 Rewards

We expect our students to self-regulate and be keen to succeed for their 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 and this is tracked through the 6-weekly behaviour report. Praise and reward will be used to motivate students and should be used approximately 9 times 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 via SPIRIT points and 'Lead Learner' points. 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 100 points in each of the SPIRIT virtues, they qualify for a badge corresponding with this area. 100 for bronze, 200 for silver, 300+ for gold. See Appendix C.

3.0 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.
- Any teacher has the authority to impose same day detention and these do not require parental consent. See the section on Detentions.
- Teachers can confiscate students' property and search coats, bags etc. It is good practice to do this with the support of a chaperone if the member of staff is concerned that items being looked for might contravene the behaviour policy.

3.1 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. Year teams track behaviour points and intervene with monitoring plans with students 'red' points reach 50 (yellow learning monitor report), 100 (amber LMP) and 200 (red LMP).

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.

3.2 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.

C1 – CHOICE 'You now have a choice. I have given you a C1, you now need to...the next time we speak there will be a consequence'

C2 – CHALLENGE 'There will be a consequence to your behaviour, I will be contacting home today. I want to talk to you about what went wrong today and how we can put it right at <insert time and date>'.

C3 – CONSEQUENCE 'I've given your two previous warnings so you will now be buddied*, I'll call home and arrange a 20-minute detention so that this can be put right for next time.

The teacher calls home and logs 'phone call home' on Class Charts and a 20-minute detention. Should this detention be failed, a Whole School Detention of one hour is imposed the next day, or in a reasonable time frame following the failed sanction.

Buddying

If three warnings have been reached and the student is buddied, they will be directed to another classroom within the faculty, with work. If the student fails to arrive, or fails the buddy room, they are collected by a member of staff on duty and taken to the Triage room (see Section 7.0).

Support

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 reparation 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 and it is at the teacher's discretion.

If the form tutor notices more sustained problems with a student, they may contact the SEND team for advice. The SEND team will then act as a broker to direct the support to the best place. The SEND team may direct to the student's needs to be picked up by themselves, or a Pastoral Guidance officer or another avenue. The SEND and pastoral team engage in a fortnightly meeting to discuss cases.

3.3 Detentions

Staff may issue detentions at break, lunchtime or up to two hours after school without prior notice. Detentions are set by the member of staff most appropriate, so will be given for lack of work if an imposition form has not worked, poor behaviour in a lesson, lack of co-operation with staff etc. Failure to attend is followed up by the classroom teacher and then the T&L Leader. The exception to this is where a centralised detention applies (see below).

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 – for instance '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 student to eat, drink and use the toilet. With breaktime detentions, staff should allow reasonable time for the student to use the toilet.
- If detentions are persistently refused, the matter can escalate to suspension, with the detention served as a condition of the student's re-admission.

3.4 Centralised (Respect) Detentions

Some behaviours in school qualify for a same-day 1-hour Respect detention. These behaviours are:

1. Being more than 10 minutes late to lesson (internal truancy)
2. Walking away from staff
3. Arguing with staff
4. Rude and abusive behaviour towards staff
5. Leaving lesson without permission
6. Failed 'C3' detention

Students are informed, and their parents informed via Class Charts, and they are expected to attend the first time. If they fail to attend, they are placed in Internal Exclusion the next day for the hours 9-4pm. If they fail to stay, they are placed back in IE the next day 9-5pm.

The outcome of any sanction should include the student being given the opportunity to repair their relationship with the teacher.

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

SPRINT

The school runs regular 'SPRINTS' to home in on and provide rapid improvement on one of the routines, eg punctuality, uniform or mobile phones. SPRINT stands for Strive and Persevere, showing Respect and Integrity, as we are Nearly There. On a SPRINT week, students will be collected from lessons (or sent) and will stay for a period of lesson and social time, to reflect. SPRINT climate is monitored, with the numbers and students attending every day. Where a student repeatedly offends, their parents are invited into school to meet with the PGO or PM and an agreed action plan arranged.

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. This includes, **but may not be limited to:**

drugs, cigarettes, vapes or e-cigs,
weapons,
fireworks,

mobile phones, should a contract be put in place, and it be brought into school.

3.6 Mobile Phone and other linked devices

Bedford High School is phone-free for all students, and Yondr mobile phone pouches are used by all students to remove access to devices (phones, smart watches, air pods, Fit Bits etc) while on school site. Students are issued with a pouch they keep throughout their time at Bedford. If a student fails to bring their pouch to school, their mobile phone is handed in to be looked after until the student leaves site. Full information on our policy can be found in the mobile phone policy on the school website.

The school takes no responsibility for Bluetooth devices or devices with a built-in tracking device and will not take responsibility for these items lost on or off site.

3.7 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 other staff.

4.0 Tackling Child on Child 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.

The school will sanction those who encourage a fight or altercation and consequences will be served by those who encourage, attend or film a fight. Where necessary staff at Bedford High School will use technology such as CCTV, ipads or school devices to obtain footage of any serious incidents to safeguard others and hold any students who cause problems to account.

4.1 Definition of Child on Child 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.

4.2 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).

Ableist (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).

4.3 Signs and Symptoms of Child on Child 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.

4.4 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 (including the police) 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. Log incident and statements on Class Charts.

Investigating staff to log on the Bullying Overview document.

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

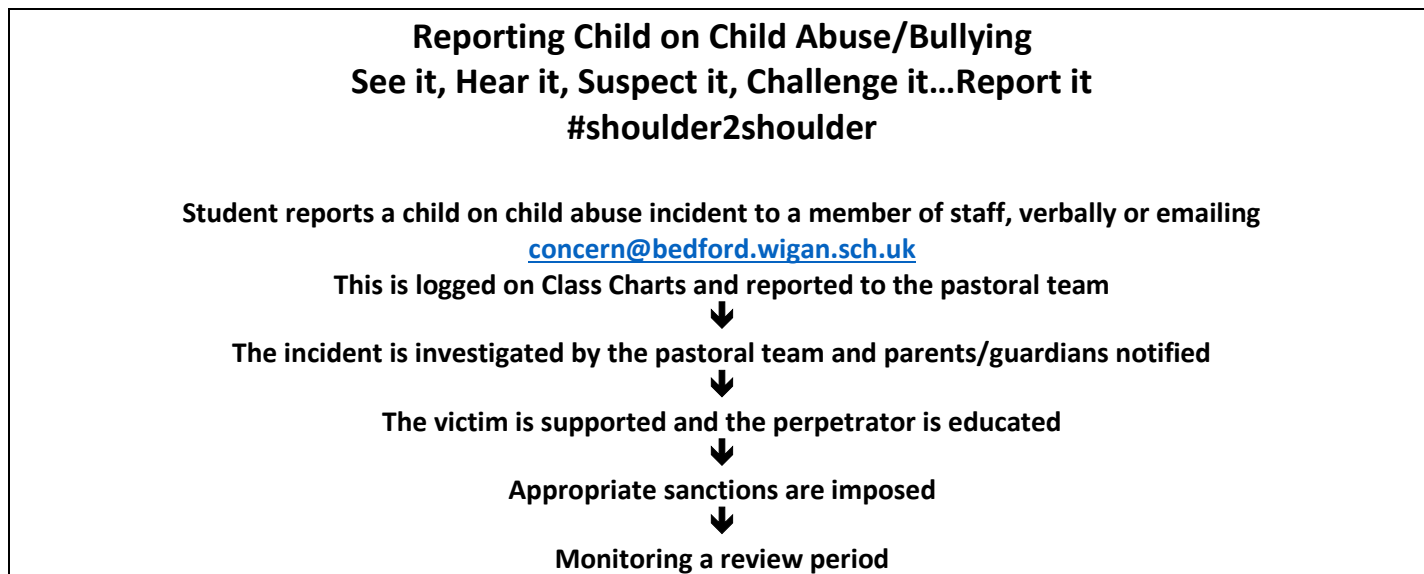
5. Update the families concerned

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.

7. Investigating staff completes the full log on the Bullying Overview, including parent satisfaction, victim satisfaction and follow-up two weeks later.

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



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.

4.5 Bullying of staff by students, parent/guardians 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.

4.6 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. The parent remains responsible for incidents outside school, but 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. The school has the authority to sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

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 >16. 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.

Staff at Bedford High School do not consent to the use of their image to be used on social media platforms for any purpose other than that directed by the school. Students who use staff images, or post comments about staff on social media will be sanctioned strongly. Any image or video which contains images or comments about staff will be removed by the Professionals Online Safety Helpline. If a student posts something that the school considers damaging to a member of staff's reputation, or is offensive in content, a permanent exclusion will be considered.

4.7 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 abuse or 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.

4.8 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 Pastoral Manager, PGO and / or a senior member of staff, as appropriate.

4.9 Anti-Bullying Complaints

In the first instance, parent/carer should contact their child's Pastoral 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.

4.10 Strategies to Reduce Child on Child 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

5.0 Homework

Homework not completed or done to the expected standard will lead to intervention as decided by the teacher. See section 1.1 'Embedding Routines' above. 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 or member of the SEND team.

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

6.0 Uniform

Uniform will be checked by gate staff each morning. Form tutors will check uniform at the start of the day, once students have arrived in form. 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. In this situation, the member of staff would usually request an item of value to swap, taking responsibility to exchange the item at the end of the day. If this is not possible, they will be held in inclusion until a parent can rectify the problem. For further details, please refer to the uniform policy. Longer term issues with uniform will be addressed with uniform report.

7.0 Triage Room

A student who is out of lesson without permission, or who has not engaged well with the buddy system will be taken to Triage where they will be given the rest of the lesson to reflect on and repair their behaviour before either being returned to lesson or taken to Internal Exclusion for the remainder of the day. The teacher's role in the buddying process is unchanged by this intervention.

8.0. Internal Exclusion (IE)

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 headteacher or deputy headteacher's discretion. It is used only as an alternative to exclusion and students are booked in advance to complete restorative and academic work. Students spend the period of time from 9am to 3.30pm finish in the room with a member of staff monitors their learning and progress throughout the time. If any inclusion placement is 'failed', the student will be directed off site to complete the placement at another school or suspended. They will be expected to complete reparation 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 school regularly analyses data on students accessing Inclusion in order to interrogate repeat patterns and the effectiveness of the use of removal.

9.0 Monitoring Reports

Post-Suspension Report

Whenever a student is suspended, they complete a three-day routines report to help them get back into the routine of reaching expectations. They report to the member of staff who conducted the meeting for three days post-return meeting.

Uniform Report

When a student persistently breaches the uniform policy, they are placed on report for a period of two weeks to encourage to them to get into better routines.

Longer-term Intervention Reports

Regular planning meetings take place in each year team. If a student has accrued 25 or more behaviour points in a year, they will be placed on Yellow Learning Plan, for a period of four weeks.

Amber and Red Learning Plans (at which the TESS team intervene) follow Yellow if sufficient improvement to behaviour is not seen within the time frame of the report.

Plan	When?	Pupil Voice?	Parent Voice?	Additional Intervention	Duration from start to review
Yellow	50+ points	Yes, in person	Yes, recorded	FT/SEND team Class Charts behaviour review Homework support	2 weeks
Amber	100+ points	Yes, in person	Yes, recorded	WBO RAG timetable process Class Charts behaviour review Teacher 'keeping in touch' calls	2 weeks
Red	200+ points	Yes, in person	Yes, in person	TESS Class Charts behaviour review Other personalised interventions	4 weeks

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 meeting is a supportive one in which governors utilise their own community experience and take an asset-based approach to helping the family. The agreement is monitored for a 4-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.

10.0 Suspension

Imposing a suspension means that the student is sent home following a serious breach of the school's behaviour policy. A suspension is time-restricted to between 0.5 and 5 days. Prior to a suspension, the student is made aware that their behaviour could result in a suspension, and they are given an opportunity to consider this and respond. Parents will be telephoned and given a full explanation as to why the suspension has been put in place including what bearing the child's reaction had on the outcome. The parent must then give permission for the student to leave site, or collect them if this is advisable. If a student cannot travel home from their suspension alone and no parent is available to collect, the parent should advise on a trusted adult to do this.

Should the school not be able to make contact with one of the family or home contacts within a 30-minute window, this will be flagged as safeguarding concern. We will communicate this to the parent in writing and they will be required to provide updated details within 48 hours of receiving notification.

Should further concerns arise during this time, the school may consider involving another agency, eg. police.

The school informs the parent or guardian, and:

- If the child **is** CLA - the Virtual School
- If the child **was** CLA – the Designated Safeguarding Lead
- If the child has one – the social worker

The school does not apply 'undue pressure' on a parent to remove their child, as this can represent 'off-rolling'. Off-rolling can constitute:

- Encouraging them to find another school

– Suggesting elective home education

Parents will be expected to come into school and agree targets with the school and student at a return to school meeting with the Pastoral Manager or a member of the Senior Leadership Team. The meeting will analyse the incident and gain a response from student and parent, as well as:

- Check and review what work has been completed while the student has been suspended
- Discuss aspirations and reflect on what support the school can put in place to help the child succeed in reaching these
- Review the student's attendance
- Review what behaviour support the school can put in place
- Review the parent's support for the Home School Agreement

Examples of, but not limited to, the types of behaviour which could result in a suspension are: physical violence towards another student, racial, sexual or homophobic harassment, persistent child on child abuse or 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 submitted to their teacher when the student returns it to school.

The pathways of support for students who are suspended appears in Appendix J.

11.0 Off-Site Direction

There are two circumstances in which a short off-site direction will be considered:

1. A failed placement in IE (the OSD will typically be between one and five days).
2. In place of a suspension
3. A strategy to give the student a longer-term 'circuit-breaker' to help prevent a permanent exclusion.

In the case of (2), 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. An OSD will be considered by and directed by governors.

Ideally, the school will always seek parental support and cooperation for an off-site direction, however, there are also times where this is not forthcoming. Section 29a of the Education Act 2002 Education and Skills Act 2008 can be used to direct a placement of up to 12 weeks, without the need for parental support, to improve behaviour.

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.

If an OSD is highly successful, the schools may consider converting it to a managed move to the receiving school. 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.

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, but are not limited to: 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. A permanent exclusion may also be employed for persistent breaches of the behaviour policy.

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 F). 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. Investigations are robust and school will decide on an outcome based on the 'balance of probability'. It is expected that parents will abide by the school's decision.

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, vapes or e-cigs, weapons, fireworks, a mobile phone unsecured by a pouch, 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 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 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 items 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. Confiscated items are not handed back to the child but are held in school until parent or guardian can collect or are disposed of. 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.

The legal standpoint on confiscation is as follows:

Schools' general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. (see *Section 91 of the Education and Inspections Act 2006*)

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, 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'.

16.0 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.

17.0 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.

18.0 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, the school 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.

19.0 Internal and External Truancy

Students are expected to attend all timetabled lessons on time and must be locatable at all times whilst on the school site. Staff are required to complete registers accurately within 10 minutes of the start of the lesson. Students who are expected to attend the lesson but fail to do so, are marked as 'N' and safeguarding alert sent to the attendance team. Students who are 10 minutes late or more will not be admitted to lesson but directed to the Triage room instead, with a same-day detention imposed. If the student does not appear within 10 minutes, reasonable pastoral checks are then made for the 'missing student'. If missing student cannot be located within 15 minutes, parents/guardians will be informed that their child is missing. The attendance /pastoral team may report to the police as a missing person. Students who are found to be truanting internally (they are still in school but not in their timetabled lesson) are brought to the Triage room and placed on detention that day. If this persists, other measures to eradicate truancy will be considered.

Truancy always carries a sanction of same-day on-hour detention, and if this is failed, students do not return to circulation until it is passed. Students work from Internal Exclusion until the matter is resolved.

If the student fails to arrive at school (and has not been seen by staff), and parents have been unable to locate their child, the parent is expected to report this to the police as a missing person. If a student leaves school during the day without permission (external truancy) the parent is contacted as soon as possible and an appropriate sanction may be put in place.

Further information regarding internal and external truancy is outlined in the Safeguarding Policy.



At Bedford, we believe in effective relationships with parents and guardians. If we work as a team, we create a formula for success! The home-school agreement is organised into three 'behaviours for success' that we promote with students in school.

Work Hard

1. Complete all class work, and not disrupt the work of others.
2. Be properly equipped for work, with a strong bag carrying a black or blue pen, green pen, pencil, eraser, pencil sharpener, maths set, scientific calculator and KO file.
3. Attend form time, engage in tutor activities and participate in our enrichment programme.
4. Support the completion of homework and other opportunities for home-learning.
5. Attend parents' evenings and events and other meetings about my/our child's education and progress.
6. Encourage my child to take part in enrichment activities and other out of classroom opportunities for learning.
7. Get used to revision methods, for instance self-testing; read, cover, copy and repeat.
8. Check homework and plan each evening of work each night.
9. Encourage 20 minutes of reading per night, and if reading intervention is offered by the school, encourage my child to attend.

Be Respectful

10. Read, understand and support the school's behaviour policy, adhering to sanctions, especially if these are after school.
11. Follow instructions of staff at all times, first time, every time, being polite, supportive and helpful to others
12. Understand that the school will make decisions regarding sanctions for student behaviour that falls short of the school's expectations.
13. Understand that schools are busy places and a response to a phone call may not come for 2 working days. As a parent, to not attend school without an appointment and always make your child's form tutor the first point of contact.
14. Understand child-on-child abuse which includes, but is not limited to: physical and sexual abuse, sexual, harassment and violence, emotional harm, on and offline bullying, teenage relationship abuse. Understand that 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.

Take Responsibility

15. Show good time-keeping via good habits and arrive before the start of school at 8.30am and attend regularly (at least 97% of the time), on time.
16. Take responsibility for actions and behaviour, recognising that the choices we make have consequences.
17. Speak up to a member of staff if concerned, but avoid commenting about the school on social media.
18. Understand and adhere to mobile phone rules. Phones should be switched off in school at all times. Understand that students will be challenged if a phone is seen, heard or they are suspected to be using it.
19. Ensure correct school uniform to be worn appropriately at all times with no fake tan, make-up, fake lashes or any jewellery.
20. Show care, responsibility and respect for our school, its equipment and surroundings at all times by keeping the school free from litter and graffiti and respecting its environment.
21. Download the Class Charts app, familiarise myself/ourselves with Frog, and make every effort to stay informed about the school.
22. Attend meetings at the school when there is attendance, and/or behaviour concerns.
23. Ensure my child understands what is acceptable behaviour on a school bus, and in the community.
24. Ensure my child attends school detentions if/when set (break time, lunch time and after school)
25. As a student, know my timetable, and as a parent, help them to learn it.

26. Ensure my 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 light 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.
27. If using a cycle for school, use in compliance with the Cyclist's Agreement.

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.

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 2024

Level	Arrive on time with equipment	Default Action	Escalate to
-1	Late to lesson (10 minutes plus)	Triage Room then Respect Detention 1 hour	Internal Exclusion
-1	Lack of equipment	Refer to PM	SLT year link
-3	Late to school	Respect Detention 1 hour	Internal Exclusion
-3	Internal truancy	Triage Room then Respect Detention 1 hour	Internal Exclusion
-4	External truancy	Refer to PM	SLT
Level	Following classroom routines	Default Action	Escalate to
-1	Distracting behaviour (C1)	Warning issued	T&L leader
-2	Repeated distracting behaviour (C2)	Warning issued	T&L leader
-3	Buddied from lesson (C3)	After school teacher detention	T&L leader
-1	Internal Exclusion – first warning	Warning issued	SLT
-2	Internal Exclusion – second warning	Warning issued	SLT
-3	Internal Exclusion – third warning	Refer to SLT	SLT
Level	Homework issues	Default action	Escalate to
-1	Homework issue – extension given	Warning issued	T&L Leader
-1	Homework issue – catch-up issued	After school teacher detention	T&L Lead/PM
Level	Mobile-free zone	Default action	Escalate to
-2	Use of an electronic device on site	Confiscation by PGO	DO
-3	Failure to hand over electronic device	Refer to SLT	DO
Level	Calm and safe environment	Default action	DO
-1	Inappropriate behaviour at unstructured times	After school pastoral detention	SLT year link
-3	Assault on a student	Internal Exclusion	SLT year link
-3	In the company of smokers/vapers	PGO call-out	SLT year link
-3	Disruptive or unsafe corridor behaviour	After school pastoral detention	SLT year link
-4	Bringing the school into disrepute	Refer to SLT	Refer to HT
-3	Fighting	Internal Exclusion	SLT year link
-3	Selling goods without permission	Internal Exclusion	SLT year link
Level	Respect respectfully to staff and others	Default action	Esclate to
-2	Leaving lesson without permission	Triage Room then Respect Detention (1 hour)	Suspension
-2	Arguing with staff	Triage Room then Respect Detention (1 hour)	SLT sub link
-3	Child on child abuse – sexualized gestures or language	Internal Exclusion	Suspension
-3	Child on child abuse	Internal Exclusion	Suspension
-3	Persistent bullying	Internal Exclusion	Suspension
-3	Walking away from staff	Triage Room then Respect Detention (1 hour)	SLT sub link
-3	Rude or abusive behaviour towards staff	Triage Room then Respect Detention (1 hour)	SLT sub link
-4	Threatening behaviour	PGO call out	SLT year link
-4	Homophobic abuse	Internal Exclusion	Suspension
-4	Racist abuse	Internal Exclusion	Suspension
-4	Ableist abuse	Internal Exclusion	Suspension
-4	Threatening behaviour against an adult	Referred to SLT	Suspension
Level	Do it first time	Default action	Esclate to
-1	Failure to complete all work	Optional det. mandatory imp. form	T&L leader
-2	Failure to attend a teacher detention	T&L leader detention	SLT sub link
-4	Exam disruption	Refer to SLT	Inclusion
-1	Failure to attend Strive	Refer to T&L leader	SLT sub link
Level	Keep school clean and tidy	Default action	Esclate to
-3	Vandalism in any form	PGO call-out	SLT year link
Level	Look smart and wear uniform with pride	Default action	Esclate to
-1	Uniform issue	PGO call out	SLT year link
Level	Serious one-offs	Default action	Escalate to
-5	Possession of illegal substances	Refer to SLT	Refer to HT
-5	Theft from students, staff or school	Refer to SLT	Refer to HT
-5	Setting off the fire alarm	Refer to SLT	Refer to HT
-5	Possession of a weapon	Refer to SLT	Refer to HT
-5	Assault on staff	Refer to SLT	Refer to HT
-5	Sexual Harassment	Refer to SLT	Refer to HT
-5	Serious one-off	Refer to SLT	Refer to HT

Appendix E

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

I will follow classroom routines;

- a. silent do-now's,
- b. respect to all staff,
- c. focus on independent tasks,
- d. contribute to social task,
- e. complete all homework.

I will follow all social routines;

- f. ensure I have all school equipment each day,
- g. no mobile phones,
- h. silent and safe corridors,
- i. do it first time,
- j. wearing the uniform with pride.

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. Failure of this contract may result in the matter being escalated to governors.

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 _____



GOVERNOR PANEL AGREEMENT

This contract is made on _____ and will be reviewed on _____

between _____ and Bedford High School.

_____ agrees the following in respect of future conduct.

1. I will follow classroom routines;
 - a. silent do-now's,
 - b. respect to all staff,
 - c. focus on independent tasks,
 - d. contribute to social task,
 - e. complete all homework.
2. I will follow all social routines;
 - a. ensure I have all school equipment each day,
 - b. no mobile phones,
 - c. silent and safe corridors,
 - d. do it first time,
 - e. wearing the uniform with pride.

Further to this _____ enters into a commitment with Bedford 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, a final managed move or permanent exclusion will take place.

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

Pastoral Manager	PGO	RAO	Form Tutor
Attendance to PiF meetings		Attendance to PiF meetings	Form tutor routines & checks
Weekly attendance analysis meeting (attendance manager)	LMP (Amber & Red)	Weekly attendance analysis meeting (attendance manager)	Form activities
Gate duty	Gate duty	Gate duty	Respond to parent queries
Parent event attendance	External & internal referrals	External & internal referrals	Attend FT briefings
Late gate duty	Parent event attendance	Parent event attendance	Termly home communication
Attendance and Intervention tracker (inc FTS)	Triage duties (main)	Truancy Intervention	LMP (Yellow)
Attendance interventions & rewards (Band A & Bands D-L)	Parent concerns (pastoral)	Late gate duty	
Parent engagement	Return from suspension meetings	Attendance interventions & rewards (Band B & C)	
Escalation of parent concerns/meetings (e.g. multiple suspensions, concerns, difficult parents)	Headteacher panels	Parent concerns (achievement)	
Assemblies & rewards	CIN & CP (liaison with social care, report writing & attending meetings)	Homework interventions	
Events & visit lead	MYA induction	Screening data analysis	
Form time (e.g. FT meetings, QA, messages)	Care planning meetings (CLA)	PEP meetings (CLA)	
Targeted form intervention (e.g. ghost form, targeted short term form group, targeted assemblies, workshops)	Ad hoc home visits	Ad hoc home visits	
Screening data analysis	Detention duty (weekly)	Detention duty (teacher rota)	
Ad hoc home visits		Monitoring missed homework	
Detention duty (teacher rota)			

Appendix J

C1 – CHOICE	Correction
C2 – CHALLENGE	Restorative practice
C3 – CONSEQUENCE	Buddied
C4 – TRIAGE	Reflection
C5 – TRIAGE ESCALATED TO INCLUSION	Extended reflection
C6 – INCLUSION	Extended reflection Restorative practice
C7a – SUSPENSION. Return from suspension procedure PLUS the following:	<ol style="list-style-type: none"> 1. Assess through QFT 2. Investigation of issues, mediation, and review (if issues between students) 3. PEP plan if CLA 4. Graduated approach 5. Explore reasonable adjustments 6. Daily Check In 7. Voice of child 8. LMP 9. Communication with staff 10. Communication with parents/home visits 11. TATC meeting discussion 12. Internal referrals (WBO, Counselling Reset, SEND) 13. Learning plan 14. Application for an EHCP 15. Extra tuition 16. Referrals to external support (SALT, EPS, TESS) 17. Adaptations to timetable
	Review
C7b – MULTIPLE SUSPENSIONS Return from suspension procedure PLUS the following:	<ol style="list-style-type: none"> 1. Engagement Centre or Alternative Provision 2. Learning Plan 3. CAMHS referral 4. TESS 5. EPS
C8 – MOVE to another school permanently or permanent exclusion	Review of all previous action
Partner Agencies	CAMHS Involvement Educational Psychologist TESS Discussion Speech & Language SEND Monitoring (See SEND) Embrace (ASC/EBSA) Startwell

EXPECT and aspire to high standards of behaviour from all students and parents and build a culture where all can, and want to, be in school and ready to learn by prioritising behaviour improvement across the school. We do this by:

- Having an effective whole school culture of good behaviour underpinned by clear expectations, procedures and responsibilities
- Teaching classroom and social routines regularly and sharing and teaching the virtues of SPIRIT
- Recognising good and/or improving behaviour and rewarding it via SPIRIT points
- Correcting minor infringements so that they do not escalate.

MONITOR with rigorously use behaviour data to intervene (at individual and cohort level) as soon as possible so all parties can work together to resolve them before they become entrenched.

- Tracking and monitoring behaviour data ensuring early identification of behaviour concerns
- Having a clear escalation procedure
- Identifying students who would benefit from early intervention
- Ensure robust systems are in place to safeguard children on roll

LISTEN AND UNDERSTAND and when a pattern is spotted, discuss with students and parents to listen to understand the reasons for behaviours and agree how all partners can work together to resolve them.

- Meeting with parents and students at the earliest opportunity where behaviour is becoming a cause for concern
- Listen and understand the barriers a young person and family may be facing.
- The pastoral team and key workers contacting parents and checking if there are any concerns in lessons or friendship groups.
- Completing home visits for families who are hard to engage

FACILITATE SUPPORT and remove barriers in school and help students and parents to access the support they need to overcome the barriers outside of school. This might include an early help or whole family plan where behaviour is a symptom of wider issues.

- When appropriate offer 1:1 mentoring with a member of staff
- Offering an Early Help to formulate a supportive plan of action
- Offer a short term, but phased return to school following a prolonged/severe absence (if appropriate)
- Working with external agencies to offer a package of Alternative Education
- Offering counselling to students whose SEMH is a barrier to attending school

FORMALISE SUPPORT and where problems persists and voluntary support is not working or not being engaged with, partners should work together to explain the consequences clearly and ensure support is also in place to enable families to respond. Depending on the circumstances this may include formalising support through a parenting contract or education supervision order.

- Reminding parents of the likelihood of a permanent exclusion
- Escalating cases to the LA for advice
- Organising headteacher or governor panels to review all previous action.

ENFORCE and where all other avenues have been exhausted and support is not working or not being engaged with, the school will consider the affect of the student's behaviour on the climate and impact on others.

- Refer the case to governors and impose a permanent exclusion.