The Behaviour Policy informs general practice. From time to time we will respond to need and further intervention will be put in place; communicating with those affected.

## BEHAVIOUR POLICY

<table>
<thead>
<tr>
<th>Produced by:</th>
<th>Mrs L Gattward</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved by Leadership Team on:</td>
<td>2(^{nd}) May 2019</td>
</tr>
<tr>
<td>Approved by Learning Outcomes &amp; Development Committee</td>
<td>8(^{th}) May 2019</td>
</tr>
<tr>
<td>Approved by Governing Body:</td>
<td>26(^{th}) June 2019</td>
</tr>
<tr>
<td>Chair: Mr. A. Harrison</td>
<td>Signature: ______________________</td>
</tr>
<tr>
<td>Next Review Date:</td>
<td>May 2020</td>
</tr>
</tbody>
</table>

Policy with effect from September 2019

ALL POLICIES CAN BE VIEWED ON ONE DRIVE OR A COPY CAN BE REQUESTED BY EMAILING office@beaconsfield.school.
1.0 INTRODUCTION

1.1 This policy makes clear the attitudes and values of The Beaconsfield School and illustrates the processes involved in ensuring students develop a responsible attitude towards their conduct through the experiences and challenges of school life. Good order and discipline are essential to the success of The Beaconsfield School, as learning takes place best when students understand the need for appropriate behaviour. The Behaviour policy is linked to the school’s SEN Policy, Mental Health Policy, Child Protection Policy, Anti Bullying Policy and Drugs Policy. All five are used in conjunction with each other to ensure that the school environment is a safe and productive learning environment for all.

1.2 Teachers and all persons acting on behalf of the Headteacher have a statutory authority to discipline students whose behaviour is unacceptable and who break the school rules or fail to follow a reasonable instruction (Section 91 Education and Inspections Act 2006).

1.3 For any policy to be effective it has to be accepted and understood by all those involved in the school. All members of the school community, i.e. teachers, support staff, parents/carers, students and governors, have an important role to play in the implementation of this policy. It sets standards for a variety of situations and needs to be worked on constantly by all of us until it is part of our normal practice.

1.4 Whilst the overall aim is concerned with guidance on expected standards of good order and discipline, the school believes in the importance of individual growth and personal development. We believe in the right of every individual to learn within a safe and orderly environment, which is free from disruption, violence, bullying and any form of harassment. Therefore, we ensure the environment promotes equality and fairness for all. As such, the school has a legal duty under the Equality Act 2010 to support and safeguard students with protected characteristics.

1.5 Parental Support – The behaviour policy will only be successful where parents work in partnership with the school, reinforcing our values and engaging in the student’s learning journey. On admission to the school parents all sign a home/school agreement to this effect.

1.6 Core Values - In order for students to demonstrate appropriate behaviour, they need to understand our expectations. These centralise around three core values that we expect from all of our students. Reasonable adjustments to support individuals who may have SEN or Mental health needs will be taken into consideration.

1.7 Parents will be informed of their son/daughters behaviours, both positive and negative via the school’s SIMs ‘In touch’ system.
READY means
- Arriving to lessons on time, in the correct uniform and with the correct equipment, including homework.
- Entering the classroom and getting books and equipment out, awaiting the teacher’s instructions.
- Coming with a ‘can do’ attitude to achieving their very best.

RESPECT means
Students to demonstrate care and respect for:
- Their own learning – showing real pride in their presentation.
- Other people and the learning of others.
- The school environment.
- The school reputation within the local community.

RESPONSIBLE means
- Taking responsibility for their own learning and behaviour – demonstrating good manners.
- Being responsible for creating a supportive learning environment.
- Following all reasonable instructions given by staff.

2.0 RECOGNITION SYSTEM

2.1 This Behaviour Policy seeks to encourage young people to make positive choices and reinforces those choices through praise. Rewards are more effective than punishments in motivating students and The Beaconsfield School aims to create a positive climate through the use of awarding achievement points. We want to recognise students for making progress and exceeding expectations.

2.2 Students’ names go on the board if they earn an achievement point during a lesson in recognition of their work and as a motivation tool to others; to be the best they can be.

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Achievement Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effort</td>
<td>Where effort has been clear when facing a challenge. Where a student has shown determination/resilience</td>
<td>1</td>
</tr>
<tr>
<td>Progress</td>
<td>Where students show an improvement in their work</td>
<td>1</td>
</tr>
<tr>
<td>Attainment</td>
<td>For a good piece of class or homework. Achieving a specific skill/goal</td>
<td>1</td>
</tr>
<tr>
<td>Community 5 star</td>
<td>For contribution to the school community i.e. an event etc.</td>
<td>5</td>
</tr>
<tr>
<td>Community 1 star</td>
<td>For a positive act outside the classroom which contributes to the wider community i.e. showing a new student to a classroom</td>
<td>1</td>
</tr>
<tr>
<td>Extra-curricular</td>
<td>Commitment to an extra-curricular club for a half term</td>
<td>5</td>
</tr>
<tr>
<td>5 Star Award</td>
<td>Above and beyond – something exceptional</td>
<td>5</td>
</tr>
<tr>
<td>Marvellous Mentee</td>
<td>Mentors will nominate a Marvellous Mentee (boy/girl)</td>
<td>10</td>
</tr>
<tr>
<td>Wall of Excellence</td>
<td>The Headteacher will award for outstanding work displayed on the Wall of Excellence for 6 weeks</td>
<td>20</td>
</tr>
<tr>
<td>(nomination)</td>
<td>Nominations for the Wall of Excellence</td>
<td>5</td>
</tr>
</tbody>
</table>

2.3 Every achievement point a student gains, contributes to their mentor group total. As a mentor group they compete against the other groups each week to gain house points.
2.4 During the course of the year there will be **promotions weeks** with a specific focus where students are able to earn double points. For example, ‘doing something nice for someone week’ would earn a community 1 star award worth double points.

3.0 **POSITIVE NOTES**

Each member of staff (teaching and non-teaching) gets one ‘Positive note’ postcard each week to give personally to one deserving student.

The idea is that students feel proud of this recognition and take it home to share with their parents/carers.

At the bottom of the postcard it says ‘a reward at home would be well deserved’, encouraging praise from all angles.

Parents/carers shouldn’t feel the need to offer materialistic rewards but perhaps a movie night or allowing them to choose their favourite dinner would be appreciated?

4.0 **CELEBRATION ASSEMBLIES**

4.1 Each half term Year Leaders will hold an assembly specifically to celebrate the achievements of students during that half term. These may include performances etc.

4.2 Celebration breakfast – After each reporting cycle, students who have gained ‘a’ and ‘b’ grades across all subjects for their BFL grades are invited to a celebration breakfast in recognition for their continued hard work.

5.0 **OUTSTANDING BEHAVIOUR AND ATTENDANCE**

5.1 Students who achieve 100% attendance for half a term gain 10 house points. Those between 99 – 95% attendance gain 5 house points. Students who remain on 100% attendance and 0 behaviour points at the end of each term are celebrated with bronze/silver/gold certificates. Those who have managed the gold standard in either attendance or 0 behaviour points are invited to a celebration breakfast, awarded a badge and allowed to wear mufti for the day. Those who have achieved the gold standard in both will be allowed to wear mufti all week. We encourage good attendance at every opportunity. Each week there is a mentor group attendance challenge. The leading groups in each year gain a reward.

6.0 **SANCTIONS**

6.1 If students are demonstrating inappropriate learning and social behaviour, they will be encouraged to make the right choice and correct their behaviour. Staff will employ a variety of behaviour management strategies to enable them to do this. Great emphasis is placed on the difference between right and wrong and making the right choice. We understand students often learn through making mistakes. Should they still choose the wrong pathway then sanctions will be issued, providing further opportunity for reflection and intervention.
6.2 **In class:** Warnings from the teacher to correct behaviours will be issued. This is designed to ensure that students are aware of the impact they are having on others in the learning environment.

6.3 **Sent outside the classroom:** Students may be sent outside the classroom to diffuse a situation and allow the teacher the opportunity to speak to them on a 1:1 basis. The object will be to resolve the situation so they can return to work more focused. Therefore, it is imperative that the student does not wander off.

6.4 **Sent to another teacher in another class to work for that lesson:** If a student is disrupting the learning of others and they have failed to take opportunities to correct their behaviour, they may be asked to work in the back of another teacher’s classroom. They will be sent with work and a buddy room referral form. A lunchtime detention will be issued by the subject teacher. If a student refuses to go and needs to be escorted a subject leader detention will be issued.

6.5 **Assistance or removal by SLT:** In extreme cases it may be necessary for SLT to assist in resolving a matter. They will be led by the classroom teacher and may well take over the lesson for a short period to allow the teacher and student to work through the issue. If this is not possible then the student will be removed by a member of the Senior Leadership Team and further interventions will take place depending on the severity of the matter.

6.6 **Detentions/Inconvenience:** Detentions can be given by any member of the school staff. Students must understand that poor behaviour has consequences to all and if they cannot be resolved swiftly may carry an inconvenience to the student. This will be down to the professional judgement of the member of staff and may simply be a conversation after class or a phone call home to parents or they may be asked to return to the member of staff at lunchtime. It may be necessary on some occasions to issue a formal detention. These can be issued for lunchtime. The detention would be for 20 minutes of their lunchtime break.

6.6.1 All of these methods will focus on resolving the matter so that the student understands what behaviours have been unacceptable and what is required of them going forward.

6.6.2 All students will be expected to complete the sanction issued and should they choose not to, it will escalate to a more senior and longer detention. See Appendix 2. Students must arrive on time to detentions and if later than 5mins will not be allowed to join the detention and will be marked as non-attendance. The school reserves the right to use community service or internal exclusion for students who persistently do not attend detentions.

6.6.3 If students are not to go from lesson to lesson, repeating the same mistakes, then there must be a willingness to take some responsibility in resolving the problem and being part of the solution.

6.7 **Community Service:** If a student has damaged the school reputation, dropped litter or vandalised for example then they will be expected to take part in community service after school.
This will be communicated home via the Year Leaders.

6.8 SLT detentions take place weekly and are given for serious breaches of school rules or not attending other detentions set. If an individual receives 3 or more SLT detentions in a term they will receive a fixed term exclusion.

6.8.1 A range of supportive measures to help focus positive behaviours may be used. Subject Report, Year Leader Report, School Support Plan, Pastoral Support Plan. This is not an exhaustive list and other methods may be used in order to support individuals developing positive behaviours in school.

6.9 Key areas of support expected of parents / carers
- Attendance at parents and information evenings – where this is simply not possible, communication should be made.
- Enforcing the correct uniform – www.beaconsfield.school
- Ensuring students arrive to school in good time and with the correct equipment for lessons. www.beaconsfield.school
- Monitoring and showing an interest in homework set.
- Having appropriate discussions around behaviour.
- Commitment to your son/daughter’s good attendance – authorising absence for extreme cases only.
- Communication on other agencies involved with your son/daughter or family.

6.9.1 We understand at times emotions run high when unfortunate incidents occur in school. We are committed to resolving such matters swiftly and will stay in touch with parents’ throughout such processes. In order to resolve these effectively, we need parents’ cooperation and appreciate respectful communications.

6.10 Support/Intervention available: The Beaconsfield School prides itself on the high level of care, support and intervention that takes place. We work closely with external agencies to find the most appropriate levels of support. The list below is not exhaustive.

<table>
<thead>
<tr>
<th>Reports</th>
<th>Punctuality, Homework, Positive/negative report, achievement report, Rewards based 1:1 projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSP/PSP/Outreach</td>
<td>SSP (School support plan) – meeting with parents, student and school to set specific targets, building in rewards and sanctions. PSP (Pastoral support plan) – as in the SSP but with external agencies involved. Outreach – 1:1 behaviour management support</td>
</tr>
<tr>
<td>Student support officer</td>
<td>1:1/focus group work – organisation to anger management</td>
</tr>
<tr>
<td>Link Worker</td>
<td>1:1 support during term time and school holidays. Strengthening relationships between school and home to identify need and implement appropriate strategies/resources.</td>
</tr>
<tr>
<td>Attendance focus group</td>
<td>Addressing attendance issues and making connections between attendance and attainment</td>
</tr>
<tr>
<td>Homework club</td>
<td>This operates in the Learning Pod daily from Mon – Thurs 2.45 – 3.45. Year Leaders will also run compulsory homework sessions to support those not doing any homework.</td>
</tr>
<tr>
<td>Sixth Form community service</td>
<td>Listeners, readers, e-safety ambassadors, raising boys achievement mentors, stress/exam coaches</td>
</tr>
<tr>
<td>In house bespoke courses</td>
<td>Low level disruptor course, motivational programmes, Academic mentoring, leadership potential courses (based on need/capacity)</td>
</tr>
<tr>
<td><strong>ASPIRE</strong></td>
<td>Vocational/motivational based programmes</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td><strong>Work experience</strong></td>
<td>Block work experience or weekly agreement</td>
</tr>
<tr>
<td><strong>School counsellor</strong></td>
<td>1:1 support</td>
</tr>
<tr>
<td><strong>School nursing team</strong></td>
<td>1:1 support for health issues including eating disorders, self-harm, sexual health</td>
</tr>
<tr>
<td><strong>Youth Service 1:1/group work</strong></td>
<td>Bespoke courses tailored for individuals/groups based on building emotional resilience, often working with other external agencies such as RUsafe and SWITCH.</td>
</tr>
<tr>
<td><strong>Nurture Group/Chill Club/Transition Group/FRIENDs Resilience programme ReMind programme</strong></td>
<td>Emotional resilience programme to have develop protective factors and coping strategies</td>
</tr>
<tr>
<td><strong>CAMHs</strong></td>
<td>Child and Mental Health Team</td>
</tr>
<tr>
<td><strong>Orchard House</strong></td>
<td>The School Room attached to CAMHs</td>
</tr>
<tr>
<td><strong>Educational Psychologist</strong></td>
<td>For assessment purposes</td>
</tr>
<tr>
<td><strong>Police liaison officer</strong></td>
<td>Advice and mediation on legal matters and bullying issues</td>
</tr>
<tr>
<td><strong>Switch</strong></td>
<td>Drugs counselling</td>
</tr>
<tr>
<td><strong>RU safe</strong></td>
<td>1:1 support for students at risk</td>
</tr>
<tr>
<td><strong>Winston Wishes</strong></td>
<td>Bereavement counselling</td>
</tr>
<tr>
<td><strong>Young carers</strong></td>
<td>External support/respite for young carers. In house support group.</td>
</tr>
<tr>
<td><strong>Family Resilience</strong></td>
<td>Family support, often around boundaries</td>
</tr>
</tbody>
</table>

### 6.11 Homework

6.11.1 Students are expected to complete all homework to the best of their ability as outlined and set on [https://my.milkapp.io/portal/](https://my.milkapp.io/portal/). Parents can access through a phone App or the website. If a student does not understand or is struggling with their homework, it is their responsibility to see the teacher prior to the lesson to seek help. Failure to complete and hand homework in on time will be logged on SIMs as ‘no homework’. They will be set a homework detention which will take place in a department/faculty area at lunchtime and students/parents/carers will be notified via MILK. If they produce their homework before this time then the sanction will be removed, as the objective is to get the homework completed to a good standard, but if they have not done so then the sanction will be served. If a student tries to hand in a substandard piece of work, the sanction will also be served.

6.11.2 Students who are consistently doing little or no homework will have compulsory homework intervention run by the Year leaders twice a week.

### 6.12 The Right to Search and Weapons

The Head teacher has the right to search any student who it is believed may be in possession of any item or items that may put themselves or others at risk. [https://www.gov.uk/government/publications/searching-screening-and-confiscation](https://www.gov.uk/government/publications/searching-screening-and-confiscation) The school reserves the right to conduct and search any student without their consent. This can include emptying their pockets and contents of their bag, as well as searching the contents of their mobile phone for inappropriate messages and images. This also includes searching their lockers. Any search will always be carried out with a minimum of two members of staff present. The Head teacher may delegate this right to search to other Leaders within the school. Staff are trained to carry out searches. Mobile phones may also be confiscated and passed on to the Police if there is a safeguarding concern. Staff may search students without their consent if there is suspicion that the student(s) may be in possession of an illegal substance (e.g. a controlled drug), weapon or items banned under school rules (e.g. cigarettes/tobacco). The school may permanently exclude a student caught in possession of drugs, weapons or indecent images.

### 6.13 Damage to school property – If a student damages school property they will be expected to pay repair costs and receive a sanction.
6.14 The use of reasonable force – All members of school staff have a legal power to use reasonable force. ‘Reasonable in the circumstances’ means using no more force than is needed. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.


6.15 Malicious allegations – If a student makes a malicious allegation against a member of staff they will be subject to the possibility of a fixed term or even permanent exclusion depending on the nature of the malicious allegation. Students who make a malicious allegation will be treated fairly and aspects of mental health and SEN will be considered.

6.16 Behaviour at or outside the school gates

Under section 89 (5) of the Education and Inspections Act (2006) teachers and all persons acting on behalf of the Head teacher have a statutory power to discipline students for misbehaving outside the school premises.

6.16.1 Students are expected to show every concern for the school's neighbours. Students must not stand around any of the school entrances at any time, nor cause annoyance to any neighbours or passers-by.

6.16.2 The school reserves the right to discipline a student for misbehaviour when:
- Taking part in any school related organised activity.
- Travelling to and from school.
- Wearing school uniform or can be identified as a student of TBS.
- The students' misbehaviour could have repercussions for the orderly running of the school.
- The students' misbehaviour poses a threat to another student or member of the public.
- The students' misbehaviour adversely affects the reputation of the school.

6.16.3 Students are not permitted to smoke on their way to, from or at school. This includes e-cigarettes. Students will be given community service/intervention programme detention if caught. If it is not clear which students have been smoking, then they will all be treated equally and given a detention.

6.17 Substance misuse

6.17.1 In order to safeguard our students, we regard any of these behaviours as completely unacceptable. Students caught drinking or taking, dealing or distributing drugs, will be isolated immediately and breathalysed if appropriate.

6.18.2 Matron and/or Deputy Head (Student Support) will be informed where appropriate and parents will be informed. In consultation with the Head teacher, the police may be informed. Where students need to be searched to ascertain if they have broken the code of conduct, the search procedures must be followed. Students found in possession of drugs (as defined by the Drugs Policy) may be excluded or permanently excluded from school.

6.19.3 Years 7 – 11 students are not allowed to leave the premises during the school day. Years 12 and 13 students may leave the premises at break and lunchtimes providing they behave responsibly.

6.20 Cycling to and from school

Students choosing to cycle to and from school should always act safely and responsibly. When on school premises; students should dismount and lock bikes in the sheds provided. All safety protection clothing, including a cycling helmet, should be worn and it is expected that parents/carers ensure that
all cycles are properly fitted with appropriate hazard and night lights. The school will not take any responsibility for any theft or damage done to a cycle whilst on school premises.

6.21 **Electronic Devices & Mobile Phones**  
Students’ phones and other specific devices are banned from the school site. Please refer to the schools Mobile Phone Policy.

**7.0 MONITORING AND EVALUATION**

7.1 Behaviour incidents are to be recorded on SIMS behaviour management system by the member of staff who first dealt with the incident. They will report the details of the incident and the action they have taken.

7.2 SIMS will be used to identify patterns and trends of behaviour for individuals, year groups and across the school.

7.3 Mentors to collect and record numbers of rewards and track behaviour trends within their group. Intervention strategies should then be agreed between the mentor and the Year Leader.

7.4 Year Leaders and Student Support undertake a SIMS analysis of each Year Group each half term and use the information to plan appropriate intervention strategies at individual and year group level. They will monitor the distribution of sanctions by gender, disadvantages and SEN stages. Patterns and trends at a whole-school level will be identified by focusing on exclusions, internal exclusions, after school detentions, student incident reports on SIMS by subject, period, day, incident type, member of staff and department. Year Leaders will discuss trends and strategies with their line manager.

7.5 Student Support monitor behaviour reports and produce half termly records. Year Leaders will direct intervention towards mentors, Year Leaders or Senior Staff depending on need in order to formulate a plan to support behaviour change. Parents may be invited in for a meeting to discuss strategies to modify behaviour.

7.6 Subject Leaders should monitor incidents of negative behaviour to identify “hotspots” and types of behaviour. Strategies for tackling these should be discussed in Departmental meetings and effective practice shared. In their line manager meetings, Subject Leaders will discuss trends and strategies relating to the behavioural issues in their department.

7.7 The DH Students Support will meet regularly with the Students Support Team for feedback on trends and intervention strategies. There will be a half termly report to the Leadership Team and termly to the Governors’ Learning and Development Committee.

7.8 The evaluation of the effectiveness of the policy will be undertaken by the DH on an annual basis involving both a sample of students and staff.

7.9 Students who are exhibiting certain negative behaviour patterns will be placed on a school support plan in the first instance. If this is not working successfully, they will be placed on a pastoral support plan. These are designed to provide supportive structures in place to help modify negative behaviours. The school may also use managed moves to other schools to try and break negative behaviour cycles.

**8.0 Inclusion**

8.1 Inclusion as an alternative to fixed term exclusion which takes place in the inclusion room, in the form of an alternative school day. Where possible students will follow all of their lessons whilst in Inclusion. Students can be booked into the inclusion room by their Year Leader or a member of SLT if they are persistently poorly behaved or there is a one off incident that warrants this sanction. Inclusion is a balance of a sanction and supportive intervention. Students are also expected to be working in silence when they are not engaged with a member of the inclusion room or teaching staff.
8.2 Supportive intervention is given in the form of a personal reflection document, which students fill in on the first day of inclusion. In order for students to get the maximum benefit, a member of the inclusion team will help them in this task. This enables students to examine their challenges through, for example, the completion of worksheets and questionnaires. The focus of these sessions is on the student taking responsibility for their own actions and, when appropriate, making reparation. This could take the form of restorative meetings if required as the focus is not about punishing behaviour and serving this time but about positively changing behaviour and avoiding repeat incidents.

8.3 At times, the student’s own behaviour is the barrier to their success, and because of our commitment to supporting students to overcome their difficulties, wherever possible we use inclusion as an alternative to exclusion.

8.4 Exclusion however will still be used when considered by the Head teacher to be the most appropriate action.

9:0 EXCLUSION (FIXED TERM OR PERMANENT)

9:1 Isolated incidents may result in fixed term external exclusions or permanent exclusion if new evidence comes to light during an investigation. In addition, persistent patterns of poor behaviour that have not been remedied by supportive processes, less serious sanctions and inclusions, may also result in fixed term external exclusions.

9.2 The length of time that the student is excluded will be appropriate to the reason for the exclusion. When a student has had a total of ten days exclusion, s/he will have to attend a disciplinary meeting with his/her parents/carers and the school governors.

9.3 During the first five days of any exclusion:

9.3.1 Parents/Guardians of students who have been excluded from school will be required to keep their children indoors, attend re-integration interviews with the Head teacher or his/her representative, and work with teachers to develop strategies for improving the behaviour of their child.

9.3.2 Parents/Guardians must ensure that during the period of exclusion their child is not found in a public place during school hours.

9.3.3 If an excluded student is found in a public place during school hours, without responsible justification, Parents/Guardians can be subject to a £50 fixed penalty notice. This will be £50 if paid within 28 days, rising to £100 if paid after 28 days but within 43 days of receipt of the notice. Failure to pay could result in prosecution of the original offence which, on conviction, could mean a £1,000 fine or a community sentence.

9.3.4 Parents/Guardians of an excluded student will have to attend compulsory re-integration interviews with the Head teacher or his/her representative and the student will not be allowed back into lessons until the reintegration has taken place. In this meeting the student will be given an appropriate monitoring report. If the student’s behaviour results in an exclusion of six days or more, the school will provide full time education in collaboration with other schools or the ASPIRE alternative provision school.
9.4  Permanent Exclusion

9.4.1  Behaviour that is consistently disrupting the learning of others or the running of the school may lead to permanent exclusion. The school will endeavour to ensure that this is avoided but reserves its legal right to permanently exclude if others learning and safety are being put at risk.

9.4.2  Behaviour that places other students or staff at serious risk will result in immediate permanent exclusion. When a student is excluded, subject staff must provide suitable work for the student to complete whilst excluded from school. In all cases the County guidelines policy for dealing with exclusions will be followed. The process of an appeal will be explained in the permanent exclusion letter sent to the parent/guardian of the excluded student.

10.0  STUDENTS WITH EDUCATIONAL HEALTH CARE PLANS (EHCP) or SEN K

10.1  Students with an EHCP or with particular educational needs are expected to follow the school’s Behaviour Policy and comply with it. Reasonable adjustments will be made after careful consideration to help individuals within the context of the behaviour policy, the SEN Policy and their individual needs. Any such adjustments will be reviewed on a regular basis and advice sought from appropriate support agencies if the student becomes at risk of permanent exclusion. Every reasonable step will be made to ensure the needs of the students are being supported with adjustments and interventions recorded to feed into the wider support plan for the individual.

11.0  STUDENTS WITH MENTAL HEALTH ISSUES

Students who have, or may have a mental health issue will be supported in their behaviours in school and reasonable adjustments made to support them. The schools Mental Health Policy outlines areas of support and procedures.
APPENDIX 1

POSSIBLE SANCTIONS

Possible sanctions are listed below but this is not an exhaustive list or hierarchal. Not all sanctions have to be given in order and some can be missed out depending in the seriousness of the incident:-

- Verbal warning.
- Sent outside classroom – time to reset.
- Sent to another teacher to work in their classroom.
- Removed from lesson by SLT.
- Negative phone call home.
- Inconvenience.
- Lunchtime detention.
- After school detention.
- Community service.
- Isolation
- Internal exclusion (Inclusion).
- Managed move
- Fixed Term exclusion.
- Permanent exclusion.
The Beaconsfield School Detention System

Subject Teacher or Mentor
Break/Lunch/After School Detention (10/20/60 minutes)

Subject Teacher/Mentor Logs on SIMs
Communication sent to Parent/Carer

Attended

YES

Restorative Conversation

NO

Communications sent to Parent/Carer

Attended

YES

Restorative Conversation with original teacher

NO

Year Leader After School Detention (60 minutes)

Communication sent to Parent/Carer

Attended

YES

Reflection/rebuild conversation

NO

SLT After School Detention (90 minutes)

Communication sent to Parent/Carer

Attended

YES

Restorative Conversation with original teacher

NO

Next day internal isolation and After School Detention (60 minutes)

END