

Beckfoot School Local Behaviour Protocol

including
The Positive Learning Strategy

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Beckfoot Trust - an exempt charitable company limited by guarantee

Company Number: 08155088 England and Wales

Local Behaviour Protocol

This protocol is written in conjunction with the Beckfoot Trust Behaviour Policy which is available on the Trust website: **Beckfoot Trust - Policies and Documents**

At Beckfoot we work hard to embed a culture where students attend every day, are active in their learning, independent and resilient to challenge and change which is shared and supported by our parent body. Beckfoot school creates the climate that allows learning to flourish and where learners feel safe and are rewarded for excellent attendance and positive behaviour.

Our Local Behaviour Protocol reflects that we want all students to be successful and we will recognise them when they meet our expectations in individual lessons and in celebration assemblies each half term. However, we also understand that some students will need support and guidance to ensure that they make the correct choices.

We believe that students should be encouraged to adopt behaviour that supports learning and promotes positive relationships. Poor behaviour and low-level disruption undermines the rights of all young people to an effective education and can lead to people feeling unsafe, bullied, intimidated or threatened.

One Trust Contract

We also align to the One Trust Contract which covers a range of expectations relating to behaviour for learning in our schools, including but not limited to;

- Schools where everyone's dignity is central; leaders can lead, teachers can teach, learners can learn
- Crafting an inclusive culture where we expect the best and care for all whilst being mindful of the importance of calm and consistency to support the most vulnerable learner (and indeed teacher)
- No shouting as a default with clear and fair rules
- Consistently high expectations (100%) that reflect our mission and supports our values
- Clear social norms/rules with predictable consequences (certainty not severity) driven by purpose, not power so that students can develop self-regulation
- Simple learning habits that are integral to all lessons and driven by our values
- Strong and trusting relationships as an outcome not any aim through building consistency, fairness and demonstrating unconditional positive regard yet clarity of expectation

The Role of Parents/Carers

Parents/carers are expected to:

- Familiarise themselves with the school ethos and policies.
- Work in partnership with the school to promote and reinforce positive behaviour by supporting staff in behaviour management decisions.
- Inform the school of any change in circumstances that may affect their child's behaviour.
- Encourage self-discipline.
- Take responsibility for the behaviour of their child both inside and outside the school.
- Ensuring their child is in full uniform, arrives on time every day and is ready to learn.
- Regularly talking to their child about their learning and regularly checking Class Charts.

- Supporting their child so that they engage fully with their Home Learning.
- Supporting the school with rewards their child earns.
- Attending Parents' Evenings, Options Evenings and opportunities to discuss and celebrate their child's learning.
- Providing school with accurate and up-to-date contact details.
- Ensuring all interactions with school staff are mutually respectful and productive.

There is more detail in our [Home/School Agreement](#).

Students are expected to self-regulate and in doing so, take responsibility for their own behaviour. They will be made fully aware of the school protocol, procedures and expectations. This includes behaviour on their way to and from school. Students are expected to be positive ambassadors for Beckfoot. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported appropriately.

Learning Habits

The Beckfoot Positive Learning Strategy (PLS)

Rewards

Central to our school ethos is the celebration of the success and achievement of all of our students. The Beckfoot Positive Learning Strategy plays a key part in this. The Strategy clearly outlines our expectations through the Beckfoot Six Ps and it promotes good behaviour. It rewards our students who rise to the challenge and who continue to get it right, day in day out, both in and out of lessons. Our students who meet our Beckfoot Six Ps (Punctual, Prepared, Polite, Positive, Proud and Proactive) will receive excellent Attitude to Learning scores (ATL 1) during lessons, make great progress and receive reward points. These reward points feed into our rewards programme. The rewards include:

Texts home: Weekly for all students who achieve all ATL 1s that week

Positive comments on Class Charts: If a student has an exceptional lesson then a teacher may write a positive comment on Class Charts.

Assemblies: Rewards assemblies take place termly and celebrate year group attendance, Attitude to Learning and individual achievements.

Red Carpet Events: These take place termly. Students that qualify (a 1.2 average ATL score or better) will get to choose a reward event which may be pizza with friends, a film or a PE, Art or Computing session.







End of Year Reward Trip: At the end of the year we run a year group reward event to a local theme park.

Behaviour For Learning



The Beckfoot Positive Learning Strategy

Our Expectations: The Beckfoot Six Ps

<ul style="list-style-type: none"> • Arrive to school on time • Arrive to lessons on time • Aim for 100% attendance  <p>PUNCTUAL</p>	<ul style="list-style-type: none"> • Ready to learn • Correct uniform, lanyard and equipment • Independent Learning  <p>PREPARED</p>	<ul style="list-style-type: none"> • Show respect and acceptance: • In the classroom • Around school • In the local community  <p>POLITE</p>	<ul style="list-style-type: none"> • Have a 'can-do' attitude • Look after each other • Be resilient • Speak out for others  <p>POSITIVE</p>	<ul style="list-style-type: none"> • Pride in my work • Pride in my progress • Pride in the school environment (no litter or chewing gum)  <p>PROUD</p>	<ul style="list-style-type: none"> • Be focused and on task • Seek out learning opportunities  <p>PROACTIVE</p>
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In My Lessons

	Attitude to Learning	Beckfoot Learner: What it means for me	Beckfoot Teacher: PLS steps
ATL 1	I am <u>consistently</u> meeting the Beckfoot Six Ps in all that I do.	<ul style="list-style-type: none"> ♦ I will make good progress ♦ I will <u>receive 20 reward points</u> ♦ I will receive positive messages via Class Charts ♦ I will access rewards, Red Carpet events and celebration trips 	<ul style="list-style-type: none"> ♦ Take the register ♦ All students start on ATL 1 ♦ Optional Class Charts comment
ATL 2	I have demonstrated a desire to improve. I have participated and worked well. I show respect and acceptance. However, my ATL does <u>not fully meet</u> the Beckfoot Six Ps.	<ul style="list-style-type: none"> ♦ I will <u>receive 0 reward points</u> ♦ I will work to keep my ATL 2 ♦ I will have a chance to correct my behaviour to meet the Beckfoot Six Ps 	<ul style="list-style-type: none"> ♦ ATL changed on SIMS register ♦ Verbal reason given ♦ Late to lesson - click Class Charts icon and add minutes late ♦ Lack of home learning - click Class Charts icon ♦ Phone visible - click Class Charts icon, confiscate phone and pass to Year Team
ATL 3	I have <u>repeatedly</u> (more than once) demonstrated ATL that does <u>not fully meet</u> the Beckfoot Six Ps. I have <u>challenged</u> staff instructions.	<ul style="list-style-type: none"> ♦ I will <u>lose 10 reward points</u> ♦ Two ATL 3 in a week = 30min HoY after-school detention ♦ Four ATL 3 in a week = x2 30min HoY after-school detentions ♦ Six ATL 3 in a week = 60 minute Leadership Team after school detention ♦ Parental/carer meeting for persistent offences 	<ul style="list-style-type: none"> ♦ ATL changed on SIMS register ♦ Click ATL3 icon on Class Charts with comment and 'P' reference
ATL 4	I have <u>refused</u> to follow staff instructions. I have <u>repeatedly</u> <u>disrupted</u> the learning. I have exhibited <u>dangerous</u> or <u>abusive</u> behaviour.	<ul style="list-style-type: none"> ♦ I will <u>lose 20 reward points</u> ♦ I will spend time in Isolation and lose my social time ♦ My parents/carers will be contacted ♦ Persistent 4s will result in a parental/carer meeting, time out at another school and possible suspension 	<ul style="list-style-type: none"> ♦ On Call (removed from lesson) ♦ ATL changed on register ♦ Click ATL4 icon on Class Charts with comment

Behaviour Around School



The Beckfoot Positive Learning Strategy

Our Expectations: The Beckfoot Six Ps

- Arrive to school on time
- Arrive to lessons on time
- Aim for 100% attendance



- Ready to learn
- Correct uniform, lanyard and equipment
- Independent Learning booklet



- Show respect and acceptance:
- In the classroom
- Around school
- In the local community



- Have a 'can-do' attitude
- Look after each other
- Be resilient
- Speak out for others



- Pride in my work
- Pride in my progress
- Pride in the school environment (no litter or chewing gum)



- Be focused and on task
- Seek out learning opportunities



In My Community

CODE	COMMUNITY POINTS	REWARDS/CONSEQUENCES
C1	Helping in the community, charity work, outstanding student leadership, extra-curricular events, excellent citizen, going the extra mile, half-termly attendance award, half-termly ATL award	Additional reward points (20 reward points) Note on Class Charts Text message home/email home/phone call home Additional reward events
C2	Lack of lanyard Lack of Independent Learning Booklet Late to school - once in a week Late to lesson - once in a week Incorrect uniform	One C2 in a week = break detention
C3	Persistent lateness to school (more than once in a week) Persistent lateness to lessons (more than once in a week) Persistent incorrect uniform Persistent failure to follow mobile phone rules Persistent lack of lanyard or Independent Learning Booklet Persistent failure to submit Home Learning Failure to attend 30 minute or break detention Challenging staff instructions Fighting - equally to blame Failure to collect lanyard sticker or Independent Learning Booklet Selling food or drinks Internal truancy Chewing gum Inappropriate language or behaviour Out of bounds	After school detention for each occurrence Lose 10 reward points Lose 10 reward points One C3 in a week = 30min HoY after-school detention Two C3s in a week = 2 x 30min HoY after-school detentions Three C3s in a week = 60 min Leadership Team after school detention Parental/carers meeting for persistent offences Comment on Class Charts
C4	Persistent poor behaviour Persistent refusal to follow staff instructions/total defiance Disrespectful or derogatory language/behaviour against protected characteristics Dangerous behaviour Fighting - equally to blame (serious) Theft/vandalism Failure to attend or successfully complete Leadership Team detention Improper use of technology External truancy	Lose 20 reward points Isolation and loss of social time Parents/carers will be contacted Persistent C4s will result in a parental meeting, time out at another school and possible suspension External agencies may be contacted Comment on Class Charts
C5	Abuse to students and/or staff (biphobia, disablism, homophobia, racism, sexism, sexualised language, transphobia) Spitting with malicious intent Unprovoked assault Enabling trespassing Throwing an item over balcony Possession of cigarettes/vapes/lighters on site Persistent breach of school rules Persistent vandalism Possession of a dangerous item or illegal substance Serious misuse of technology Persistent abuse to students and/or staff - bullying	Lose 50 reward points Time out at another school Suspension from school (including a risk of permanent exclusion) Parents/carers will be contacted and a readmittance meeting will take place Comment on Class Charts External agencies may be contacted

Student Lanyard

A lanyard is provided for every student at Beckfoot which must be worn at all times.

Students who forget their lanyard need to take ownership of this and report to their Year team before school to get a replacement for the day. Failure to immediately get a replacement will result in a sanction as per the Positive Learning Strategy. Students should look after their lanyards and not graffiti or damage them. Damaged lanyards will need to be replaced.

Mobile Phones

We want students to be able to learn without the distraction caused by mobile phones and other electronic devices. Evidence shows that mobile phones are a significant distraction to young people as both the device and the apps are designed to be addictive. They also undermine confidence and relationship building.

Many young people would rather communicate via a device than in person and that can lead to them struggling to have healthy relationships with their peers. They have an impact on a student's mental health for many reasons including increased anxiety, increased distraction, self-image issues, cyberbullying, impacts on sleep patterns and a loss of confidence.

Therefore, to support the learning of our students:

Mobile phones must not be visible once you are on the school grounds. This includes outside, at the start and end of each day and at social times. Failure to follow this expectation will result in a sanction.

In lessons if a student's phone is seen or heard, the following will happen:

- ATL adjusted to ATL 2 P2 - Teachers will add 'Phone' to the record so that the student in question can be identified. On Call will arrive and confiscate the phone. It can then be collected from the SFO at the end of the day.
- Persistent offenders – The same process will happen, but a parent/carer will be asked to collect the phone. Students will be issued with a C3 and a 30-minute HoY After School Detention.
- Refusal to hand over a phone in lessons will result in ATL 4, On Call and Isolation. Parents/carers will be contacted.

On corridors, stairs, outside and social spaces, if a student's phone is seen or heard, the following will happen:

- The same process as above. The phone will be confiscated until the end of the day and if it is a second or more occurrence, a parent/carer will be asked to collect the phone and the student will receive a C3 and 30-minute HOY after school detention.
- Refusal to hand over a phone will result in a C4 and Isolation. Parents/carers will be contacted.

Attitude to Learning

We expect our students to demonstrate an excellent Attitude to Learning on a day to day and lesson by lesson basis. This will be measured every lesson and staff will input a grade into SIMs. This is discussed regularly with students and is communicated home. Class Charts supports effective communication with students and families.

Uniform

Students are expected to come to school every day, on time, ready to learn and in full uniform. If parents believe that there is a good medical reason for a student not to comply with the uniform code, a medical note from a GP or hospital supporting this is required.

Smart Uniform Policy

In all aspects of appearance, our aim is personal smartness, demonstrating our pride as part of the Beckfoot community. We ask parents and carers to support our Smart Uniform Policy.

Compulsory items for school

- White (black for KS4) Beckfoot polo shirt with school logo.
- Blue (black for KS4) Beckfoot sweatshirt with school logo.
- Black tailored school trousers appropriate for school wear. No studs, leggings (stretch fabrics or Lycra), cropped trousers or jeans.
- Shoes should be traditional school style without any logo. No trainers, canvas shoes or fashion wear.
- Skirts should be traditional school style and knee length. No stretch fabrics or Lycra.
- Black full length plain socks, or plain black or flesh coloured tights. Sports socks should not be worn with school uniform.
- Excessive jewellery, make up and acrylic nails are not allowed.
- Hair colour should be natural in its entirety. No extreme styles or tramlines.
- One stud in each earlobe and/or nose stud is permitted. Other facial or body piercings are not allowed.
- Lanyards should be worn as part of our uniform.
- Outdoor coats and PE hoodies must not be worn in the building.
- Headscarves may be worn for religious purposes and should be either plain navy blue (KS3) or plain black (KS4).

Compulsory items for PE

Top half:

- Beckfoot branded polo shirt (choice of fitted or lose option)
- Optional Beckfoot branded rugby shirt
- Optional Beckfoot branded hoodie

Bottom half (choice of):

- Beckfoot branded leggings
- Beckfoot branded skort
- Beckfoot shorts
- Plain navy blue tracksuit bottoms (small logo allowed but not overt branding)

Footwear:

- Beckfoot branded navy blue long socks
- Plain white sports socks
- Trainers (no pumps)

Other:

- Shinpads are compulsory for football and hockey lessons
- All jewellery must be removed for PE lessons (in exceptional circumstances, where jewellery cannot be removed, own tape and a note must be provided)
- Hair bobbles/clips/bands required to keep hair out of face
- Navy blue base layers may be worn in winter

PE kit must be brought to every lesson even if the learner cannot participate in a practical capacity. Please see PE PLS for further.

Individual adjustments to the uniform policy will be considered at the discretion of the Headteacher.

As with all our school expectations, failure to meet these standards will result in an immediate sanction as stated in our Positive Learning Strategy (PLS).

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Equipment List

Each day students must bring:

- Their Independent Learning Booklet (ILB)
- Their lanyard
- A pencil case
- x3 blue or black biros
- x3 pencils
- A green pen
- A ruler
- A sharpener
- A rubber
- A compass
- A protractor
- A basic scientific calculator
- Mini-whiteboard pen
- Mini-whiteboard rubber (small cloth/old sock work fine!)
- Glue stick
- A bag
- PE kit (on PE days)
- Trainers (optional for break time)

Scissors should not be brought into school.

As with all our school expectations, failure to meet these standards will result in an immediate sanction as stated in our Positive Learning Strategy (PLS).

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Our Interventions

Beckfoot is committed to improving outcomes for all students and we work proactively and positively with students, their families and external agencies. We seek appropriate and often bespoke support for students. This support may include a student accessing our school-led intervention programme as detailed on the Intervention Model. In agreement with parents/carers, referrals may be made to our in-house counselling service Place2Be, Early Help, Youth in Mind or other appropriate agencies.

We are also part of the “Central Behaviour and Attendance Collaborative” (BAC) in conjunction with other local secondary schools. This allows us to have access to alternative arrangements for pupils who might benefit from additional interventions and support. These arrangements might include a fresh start at another school (e.g. an Off Site Direction or Managed Move).

Off-Site Alternative Provision

On the occasions where the school are unable to meet the high level of needs of the student, an off-site alternative provider will be identified, based on specific needs of the students. These Ofsted Regulated Alternative Provisions will provide the setting needed for some students to be successful and will include regular reviews with both school and family.

Reasonable Adjustments for SEN

All staff are aware of all students SEN and plan accordingly. Students, where a need has been identified, have support to ensure that they can be successful in their lessons. This support comes in the form of bespoke adjustments made in line with provision maps and EHCPs to support students in making progress and reaching their individual targets.

Passes

On occasion, it may be appropriate for a pupil to be allocated a Pass such as a Breather Pass or a Toilet Pass. This would be following discussions with the relevant family/carers and after the appropriate evidence has been provided. These Passes will be reviewed at least twice a year.

Consequences

Consequences are needed to respond to inappropriate behaviour. A range of consequences are clearly defined in the procedures which make a clear distinction between the consequences applied for minor and for major offences. The school does not have to seek permission from the parent/carers to issue a consequence. Pupils cannot opt out of consequences. Failure to attend or successfully complete a consequence will result in an escalation to the next stage of the PLS. If a pupil is absent on the day/s of their consequence, it will be held upon their return. In an emergency, parents or carers can request to change the date of a consequence. Agreement to this will be at the discretion of the Support and Challenge team.

On occasions, it is appropriate, as per our PLS strategy, to internally suspend a pupil for a period into our isolation unit. Appropriate work from SharePoint will be provided for pupils to complete.

Confiscation may also be used as a disciplinary sanction. This includes seizure and, as appropriate, the retention and disposal of certain items. The aim pursued in confiscating property is maintaining an environment conducive to learning and one which safeguards the well-being and rights of other students to be educated.

Under certain circumstances it may be necessary to use reasonable force to prevent a student from committing a criminal offence, injuring themselves or others, damaging property or acting in a way that is counteractive to maintaining good order and discipline at Beckfoot.

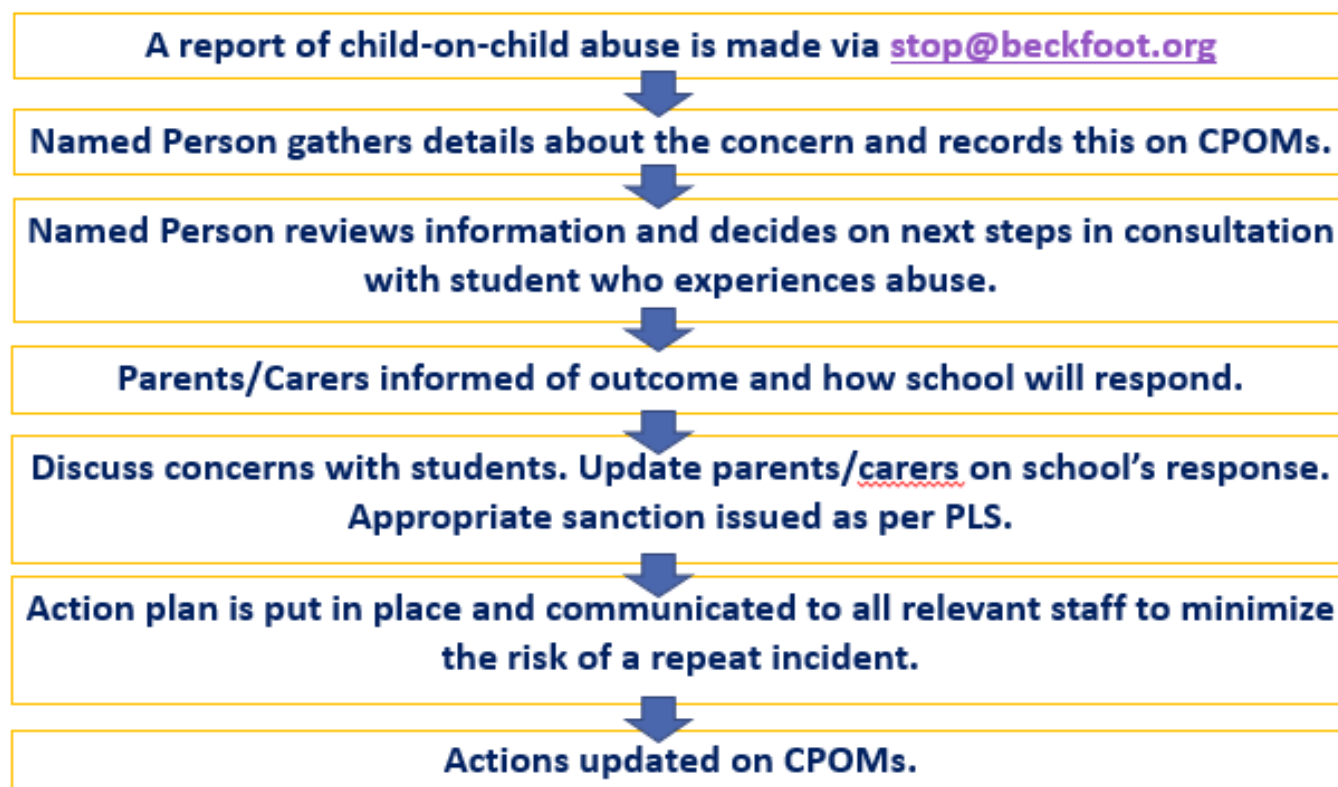
Child-on-Child Abuse

Every student at Beckfoot School has the right to enjoy a safe and happy childhood. As a school community, we are committed to working together with students and their families to ensure this right is realised. We are clear with students that there is no overlap between sexism, racism, BHT, disablism and “banter”. It is vital that we continue to remind students of this fact to ensure unacceptable behaviours and language is not normalised in our community. As such, we have a zero-tolerance approach to all child-on-child abuse. This includes the following:

- Bullying (cyberbullying, prejudice based and discriminatory bullying).
- Abuse in intimate personal relationships between peers.
- Physical abuse (hitting, kicking or any action that causes physical harm).
- Sexual violence (rape, sexual assault).
- Sexual harassment (jokes, remarks).
- Requesting, sharing and/or viewing nude/semi-nude photos or videos.
- Causing someone to engage in sexual activity without consent.
- Upskirting (taking a picture under a person’s clothing without their permission).
- Initiation/hazing type violence and rituals (practice of rituals, challenges, and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group).

We constantly review and enhance our curriculum offer, reacting to what is happening in our community and the world, to provide a protective, preventative and proactive approach to stopping all child-on-child abuse. Our Personal, Social, Health and Education curriculum acts as the primary vehicle to educating, supporting and challenging students to consider their own norms, behaviour and language in relation to one another. We offer safe spaces to discuss challenging topics in a non-judgemental and mature manner. Included in PSHE is Spiritual, moral, social and cultural learning, Relationships and Sex Education and Fundamental British Values.

If a student reports a concern to a trusted adult, member of the safeguarding team or via our STOP email address, the following steps are taken:



We educate and remind students of their role in ensuring school is a safe and happy environment by ensuring they:

1. Treat others with empathy and respect.
2. Support your peers by speaking out if you see or hear something wrong.
3. Don't spread rumours, especially of a sexual nature.
4. Don't ask for, share or view nude or semi-nude photos or videos.
5. Report any concerns to a trusted adult, the safeguarding team, or use the email address.
6. Continue to educate yourselves through the curriculum, ensuring discussions remain non-judgmental and mature.

Although our primary action is through education, our Positive Learning Strategy also reflects our zero-tolerance approach in relation to sanctions.

Police

The school will involve the police in all matters where criminal activity has taken place or is suspected of having taken place. In addition, the school will inform the police of any intelligence which may support them in preventing or tackling criminal activity.

A student and his or her family have the right to contact the police if they feel that a criminal offence has been committed.

Safer Schools Partnership Officer

A Safer Schools Partnership (Police) Officer (SSPO) is employed to work at the school. A Safer Schools Partnership is a formal agreement between the school and police to work together in order to keep young people safe, reduce crime and fear of crime and improve behaviour in the academies and their communities. This involves a police officer working regularly at school to ensure:

- the safety of pupils, staff and the school site and surrounding area;
- help for young people to deal with situations that may put them at risk of becoming victims of crime, bullying or intimidation, and to provide support to those who do;
- focused enforcement to demonstrate that those who do offend cannot do so without facing consequences;
- early identification, support and where necessary challenge of pupils involved in or at risk of offending;
- improved standards of pupil behaviour and attendance, and less need for suspensions;
- more positive relations between young people and the police and between young people and the wider community; and
- effective approaches to issues beyond the school site that negatively impact on pupil safety and behaviour.

Screening, Searching and Confiscation

Please refer to the DfE guidance, 'Screening, Searching and Confiscation advice for Headteachers, staff and governing bodies'.

There is specific protocol to support this document. In addition to the practice identified in the DfE guidance, Beckfoot School also bans the following items and as a result, staff are able to search students for them:

- Any item brought into school with the intention of the item being sold or passed on to other students which, in the Headteacher's opinion, will cause disruption to the school community or be detrimental to school practice. Confiscation
- School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.
- Electronic devices (mobile phones, iPods etc.) may be confiscated on site anywhere in the building during the school day, including break and lunchtimes.
- Staff should hand the confiscated item to the Head of Year as soon as possible and complete the necessary information to identify the item. Staff must not give the confiscated item to another student to hand in and must not leave the item in an unsecure area at any time.
- Any item which staff consider to be dangerous or criminal e.g. drugs, must be brought to the attention of a senior member of staff immediately.
- Other than electronic devices (see above), items confiscated by the school can only be collected by parents/carers except where the school has chosen to dispose of the confiscated items, e.g. cigarettes, e-cigarettes, lighters, alcohol.
- The school's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a

disciplinary penalty, where reasonable to do so.

- The Headteacher will use their discretion to confiscate, retain and/or destroy any item found as a result.
- Where alcohol has been confiscated the school will retain or dispose of it. This means that the school can dispose of alcohol as they think appropriate.
- Where the school finds controlled drugs, these must be delivered to the police as soon as possible.
- Where the school finds other substances, which are not believed to be controlled drugs, these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so-called 'legal highs'. Where staff suspect a substance may be controlled, they should treat them as controlled drugs as outlined above.
- Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the Headteacher thinks that there is a good reason to do so.
- Where a member of staff finds tobacco or cigarette papers, they may retain or dispose of them. As with alcohol, this means that the school can dispose of tobacco or cigarette papers as they think appropriate, but this should not include returning them to the student.
- Fireworks found as a result of a search may be retained or disposed of but should not be returned to the student.
- If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police or to retain the image whilst the school carries out its own investigation.
- Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found, it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
- Any weapons or items which are evidence of a serious offence must be passed to the police as soon as possible or retained whilst the school carries out its own investigation.

CCTV

Beckfoot School may use CCTV for the purpose of maintaining discipline and managing behaviour and safety.

Use of Reasonable Force

Reasonable force can be used to prevent students from committing a criminal offence, hurting themselves or others, from damaging property, or from causing disorder.

More detailed information about the use of reasonable force can be found in our Trust Care and Control Policy.

Discipline beyond the School Gate

Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off the school premises, and which pose a threat to a member of the public

or a student to the police as soon as possible.

If a member of the public, school staff, parent/carer or student reports criminal behaviour, antisocial behaviour or a serious bullying incident to a school member of staff, the Headteacher or a member of SLT must be informed. In the vast majority of cases, they will involve the school's Safer Schools Officer, who will then follow agreed police and school procedures. (See Police/SSP section). In addition, if the Headteacher/Deputy Headteachers consider that the misbehaviour is linked to a child suffering or being likely to suffer significant harm, the school's safeguarding policy will be followed.

For health and safety reasons, very high standards of behaviour are expected on school residential and day trips. The school will use the same behaviour sanctions that are applied to incidents of misbehaviour that occur on the school site. All students attending a school trip will be expected to comply with behaviour expectations and to sign a behaviour agreement. Where bad behaviour occurs when a student is travelling to and from school, the school reserves the right to issue a consequence, or a fixed term suspension or permanent exclusion, particularly in relation to violent conduct, e.g. a physical assault or bullying incidents. The full behaviour system will apply.

Students are encouraged to wear their school uniform correctly when travelling to and from the school and must not be involved in behaviour that could adversely affect the reputation of the school, e.g. misbehaviour on the school bus will result in the school behaviour protocol sanctions being applied.

Suspensions

Sometimes students will be suspended from school for a serious, one off or persistent breach of the school's behaviour protocol. This will be the decision of the Head teacher.

Students can also be suspended if staying in school would seriously harm the education or welfare of the student or others in school. Suspension will be considered as a last resort.

The decision to suspend a pupil must be lawful, reasonable and fair. As a school, we have a statutory duty not to discriminate against students on the basis of protected characteristics, such as disability or race. We give particular consideration to the fair treatment of students from groups who are vulnerable to suspension. Where suspension becomes necessary, the most recent Government Guidelines for Exclusions from school will be followed: (<https://www.gov.uk/government/publications/school-exclusion>)

A suspension may be:

- Fixed term for a set number of days. Following a fixed term suspension, a re-admission meeting between the student, family and school will take place before the student is allowed to re-join our community. At this meeting, strategies will be developed to support the students return to school and to help them to manage their future behaviour
- Permanent. This is used in response to a serious breach, or persistent breaches, of the school's behaviour protocol; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

All suspensions will be at the decision of the Head teacher and will be reported to the Directors.

Fixed Term Suspension

(DfE Exclusion from maintained schools, academies and pupil referral units in England 2012).

All decisions to suspend are serious and are only taken as a last resort or where the breach of the school rules is serious. The following are just some examples:

C5

Abuse to students and/or staff (biphobia, disablism, homophobia, racism, sexism, sexualised language, transphobia)
 Spitting with malicious intent
 Unprovoked assault
 Enabling trespassing
 Throwing an item over balcony
 Possession of cigarettes/vapes/lighters on site
 Persistent breach of school rules
 Persistent vandalism
 Possession of a dangerous item or illegal substance
 Serious misuse of technology
 Persistent abuse to students and/or staff - bullying

Provision of Education for Students Suspended for a Period Exceeding 5 Days

We recognise the need to keep fixed term suspensions short wherever possible. It is therefore anticipated that in most cases suspensions would not exceed 5 days fixed term. Where it is necessary to suspend a student for a longer period, the school will ensure that provision is offered to the student from the 6th day onwards.

Permanent Exclusion

A decision to exclude a pupil permanently should only be taken:

- In response to serious or persistent breaches of the school's behaviour protocol; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school.

(DfE 'Exclusion from maintained schools, academies and pupil referral units in England 2012).

The Headteacher will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one off' offence. These offences might include for example:

- a. Serious actual or threatened violence against another student or a member of staff;
- b. Sexual abuse or assault;
- c. Supplying an illegal drug;
- d. Carrying an offensive weapon;
- e. Making a malicious serious false allegation against a member of staff;
- f. Persistent and defiant misbehaviour including bullying (which would include biphobia, disablism, homophobia, racism, sexism and transphobia) or repeated possession and/or use of an illegal drug

or drug paraphernalia on school premises.

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

In addition, the Trust Board also considers the following to be serious incidents resulting in the permanent exclusion of a student:

- a. Deliberate activation of the fire alarm without good intent.
- b. Repeated or serious misuse of the school computers by hacking or other activities that compromise the integrity of the computer network.
- c. Repeated verbal abuse of staff.
- d. Persistent defiance and disruption that may or may not be directly linked to the behaviour system.

In all instances of exclusion, Beckfoot follows Bradford Education's Policy for Exclusion.

Appeals

Any decision to exclude a pupil can be appealed against by the pupil or parent. For appeals against an exclusion, the details of the process will be explained within the letter of exclusion. For further support, please contact the Local Authority.

Training

The Headteacher, on behalf of the Trust Board, will ensure that appropriate high-quality training on all aspects of behaviour management is provided to support the implementation of this protocol.

Review

The Assistant Headteacher, in consultation with the staff and students, will undertake systematic monitoring and conduct regular reviews of the behaviour management protocol to ensure that its operation is effective, fair and consistent. The outcome of the review will be communicated to all those involved, as appropriate.