

Behaviour and Recognition Protocols

2023 – 2024

Reviewed Jan 2024 and next review Jan 2025

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1. Introduction

- Educational excellence, integrity, kindness, and mutual care and respect are the foundations for our approaches to leading and managing learning and behaviour at the school.
- We value and promote an inclusive culture where all students are rewarded and praised regularly, consistently and fairly and where staff take cognisance of any barriers to learning which individual students need to overcome to achieve progress.
- The school operates a 'warm strict' approach, which is applied rigorously, robustly and consistently; ensuring that disruptive behaviour by the few does not damage the achievements of the many.
- The school creates a supportive environment which allows students to flourish within a culture of high expectations, unconditional positive regard and compassionate consistency.
- We are a school family in which each member understands their rights and responsibilities and the potential impact of their decisions and actions on their own learning and that of others.
- The expectations we have of our young people are set out in our Student Code of Conduct, which is shared with students and parents/carers, and is based upon Beckfoot Upper Heaton values of Excellence, Integrity and Kindness.
- The school will do everything possible to ensure every student succeeds; we will take tough decisions where these are needed to safeguard the learning and wellbeing of our students and in keeping with the clear expectations set out in our policies and procedures.

2. Aims

- To recognise, praise and celebrate good behaviour.
- To marginalise poor behaviour by promoting good behaviour.
- To be seen to be fair and consistent in behaviour management by students, parents/carers and staff.
- To support students who struggle to manage their own behaviour.
- To identify any undiagnosed or underlying needs for students who struggle to self-regulate.
- To provide targeted support for the most vulnerable students within the school and, where required, referring them to additional support within the school's In-School Inclusion Centre.
- To involve students, parents/carers, staff and local school committee in the creation and implementation of a consistent approach to the management and improvement of behaviour.
- To support the vision and values of Beckfoot Upper Heaton and the wider Beckfoot Trust.
- To involve external agencies to provide other support as necessary.

3. Recognition

All staff at Beckfoot Upper Heaton

Praise

- The most effective reward is praise which is immediate and can be issued by any member of staff. For example, a simple 'well done' can have a huge impact. In order for praise to be most effective it needs to be:
 - specific and linked to an achievement or action of merit
 - sincere and genuinely expressed with appropriate language and tone
 - personalised through the use of the student's name
 - consistently used in all lessons as a part of our teaching
- Strategies used for praise should include:
 - regular verbal praise and encouragement, specifically focusing on personal gains by individuals
 - non-verbal praise - e.g., thumbs up, positive facial expressions
 - acknowledgement of good work and instant recognition for good homework produced
 - encouraging staff to praise identified individuals and sharing their work
 - displaying students' work around the learning environment as positive exemplars.
- When developing relationships with young people, good practice is to have positive interactions and ensure rewards outweigh the negative by a ratio of 5:1. With students who have experienced trauma or adverse childhood experiences (ACEs), the recommended ratio increases to 10:1.

Where appropriate praise should also be addressed to parents/carers through a telephone call or message home to parents, this in turn will promote a positive working relationship with the family.

Achievement and Behaviour Points

- Students will be rewarded with achievement points each time they demonstrate our Beckfoot Upper Heaton values of Excellence, Integrity and Kindness.

(Appendix 1: Achievement Points).

- Students will be sanctioned with behaviour points each time they fail to demonstrate our Beckfoot Upper Heaton values of Excellence, Integrity and Kindness through poor behaviour

(Appendix 2: Behaviour Points).

- Achievement and behaviour points are recorded on Class Charts, enabling parents/carers to have an accurate view of how the student is conducting themselves during the school day.
- Negative behaviour points will be deducted from achievement points to give overall net conduct points.

Daily recognition

- Each teacher will praise students for complying with the code of conduct as identified above.
- Achievement points will be awarded to students for demonstrating the Beckfoot Upper Heaton values of Excellence, Integrity and Kindness throughout the day. Specifically:
 - Each form tutor will aim to award at least 3 students with achievement points during tutor time
 - Each class teacher will aim to award at least 5 students within the lesson
 - Each head of year will aim to award at least 5 students from their year group during social times
 - Each key stage lead will aim to award at least 10 students from their key stage over the course of the day

Weekly recognition

- Positive postcards will be sent home by the Head of Year acknowledging when a student has reached the following Achievement Point thresholds: 50, 100, 200, 300, 500 and 1000. When students reach each of the thresholds they will be celebrated in assembly and be entered into the end of term prize draw.
- When students achieve the specific Achievement Point thresholds, during weekly recognition and praise assemblies they will be awarded lapel badges to recognise their achievements. The Achievement Point thresholds are:
 - 200 Achievement Points: Bronze
 - 300 Achievement Points: Silver
 - 500 Achievement Points: Gold
 - 1000 Achievement Points: Platinum
- The top 10 students with the highest number of achievements points in each year group will receive a positive text message home.
- The top 5 students with the most achievement points in each year group will be celebrated each Friday during assembly. They will also receive a lunch pass which enables them (and a friend) to skip the lunch queue for a week.
- The top 5 students with the most improved attendance (biggest increase in overall attendance percentage) in each year group will be celebrated each Friday during assembly. They will also receive a lunch pass which enables them (and a friend) to skip the lunch queue for a week.
- The student with the highest number of achievement points in each year group will be named the Star of the Week and will attend 'Hot Chocolate Friday' with the Headteacher or Deputy Headteacher. Their names will be displayed on the Star of the Week board outside the Headteacher's office to celebrate success.
- During tutor time on Friday tutors will award students with good and excellent attendance stamps in their planners.
- Students with 100% attendance for the week will be recognised by HOY during recognition on a Friday and be entered into the end of term attendance prize draw.

Half-termly recognition

At the end of each half term there will be a recognition assembly for all year groups. The following achievements will be recognised and celebrated:

- Excellence (Character)
 - Form tutors will identify one student for demonstrating outstanding behaviour/character during the half term.
 - The student will be presented with an 'Excellence (Character)' certificate.
 - A letter to the student's parents/carers will also be sent home congratulating their child for the achievement.
- Excellence (Work Ethic)
 - All subject faculties will identify one student per year group for outstanding work ethic per year group for the half term.
 - The student will be presented with an 'Excellence (Work Ethic)' certificate.
 - A letter to the student's parents/carers will also be sent home congratulating their child for the achievement.
- Excellence (Academic)
 - All subject faculties will identify one student per year group for outstanding achievement per year group for the half term.
 - The student will be presented with an 'Excellence (Academic)' certificate.
 - A letter to the student's parents/carers will also be sent home congratulating their child for the achievement.
- Integrity
 - Head of Year will identify one student for demonstrating outstanding integrity during the half term.
 - The student will be presented with an 'Integrity' certificate.
 - A letter to the student's parents/carers will also be sent home congratulating their child for the achievement.
- Kindness
 - Head of Year will identify one student for demonstrating outstanding kindness during the half term.
 - The student will be presented with a 'Kindness' certificate.
 - A letter to the student's parents/carers will also be sent home congratulating their child for the achievement.
- 100% attendance
 - Students with 100% attendance each half term will be awarded with a '100% attendance' certificate and pin badge.
 - A letter to the student's parents/carers will also be sent home congratulating their child for the achievement.
- 100% punctuality
 - Students with 100% punctuality each half term will be awarded with a '100% punctuality' certificate.
 - A letter to the student's parents/carers will also be sent home congratulating their child for the achievement.
- Improved attendance
 - The student from each tutor group with the most improved attendance over a half term will be awarded with a 'Most Improved Attendance' certificate.
 - A letter to the student's parents/carers will also be sent home congratulating their child for the achievement.

- Values Champions
 - All students who have 100% attendance, 100% punctuality and zero behaviour incidents will receive a free experience during school hours.
 - Parents/carers will receive a letter home congratulating their child for this achievement.
 - The names of all 'Values Champions' will be displayed outside the HOY office for the following half term and will be published in school newsletter/school social media accounts.
- Ultimate Champions
 - The Senior Leadership Team will identify a student from each year group who has consistently displayed the Beckfoot Upper Heaton Values and has contributed to school life above and beyond that which is expected.
 - Parents/carers will receive a letter home congratulating their child for this achievement.
 - The names of all 'Ultimate Champions' will be displayed outside the HOY office for the following half term and will be published in school newsletter.
 - Each Ultimate Champion student (and a friend) will be invited to have a VIP lunch with the Senior Leadership Team.

4. 100% Habits

100% Perfect Uniform

- Our high expectations around uniform aim to ensure our students always present themselves in a smart and professional manner. Uniform identifies our community and keeps our students safe. It consists of:
 - plain black leather, or leatherette shoes with no visible logos, pattern, or colours **no other footwear is permitted** including suede shoes, boots, high heeled shoes or trainers
 - plain black trousers with a button and zip fastening. They should be either a loose or a tailored fit that cover their legs entirely with no ankle showing – they should not be elasticated or have logos or patterns on them. No leggings, jeggings, joggers or jeans.
 - Plain black skirt worn at a reasonable length with black tights .
 - a school tie (tied at a reasonable length). Each year group has their own tie for easy identification and this must be worn at all times.
 - a plain white, collared shirt with a fastening top button.
 - a school blazer with school logo on.
 - an optional black V-neck school jumper which is **never** to replace the blazer.
 - Plain black socks that fully cover the ankle.
 - A coat that is suitable for school and inclement or cold weather. (Outdoor coats must not be worn in the building.)
- Students must always bring a suitable outdoor coat to school when the weather requires. This must not be a hoodie, sports top or jumper. Hoodies, sports tops and jumpers will be confiscated upon sight for collection at the end of the school day and a C3 'Failure to comply with the uniform code' will be issued.
- Religious headwear can be worn in plain black or white colours, again, respectful and suitable for a learning environment.

- Students should wear their uniform with pride and always have their shirts tucked in, their top buttons fastened and an appropriately fastened tie. There is an expectation that all students travelling to and from school will uphold the same standards.
- If students do not have an item of the school uniform, they must see their Head of Year before morning line up. They will then be directed to the uniform shop where they are able to borrow an item for the day. Any borrowed items need to be returned at the end of the day. If a borrowed item is lost, the student must report to their Head of Year as soon as possible. Parents or carers will be contacted to arrange payment for the lost item. If the item is not available, the Head of Year will write a note in the student's planner.
- Failure to inform their Head of Year or Key Stage Lead or refusal to wear a replacement uniform will result in a C3 'Failure to comply with the uniform code'.
- Flouting of the uniform rules will result in a C3 'Failure to comply with the uniform code'. Persistent flouting of the uniform rules, or students who do respond politely will incur escalated sanctions in line with the Beckfoot Upper Heaton graduated response.
- If students need support with buying uniform, or PE Kit our school shop stocks a range of washed and high-quality second-hand items. These will be offered to students on a case by case basis by the relevant head of year.
- If parents believe that there is a good medical reason for a student not to comply with the uniform code, or wear other agreed suitable clothes, a medical note from a GP or hospital supporting a parent/carers note in their diary or via the school office or is required. Our school Medical Needs Lead will be in touch to discuss this. Students will still be expected to wear plain alternatives with no logos or patterns on them.

Jewellery, make up, and other uniform considerations

- Beckfoot Upper Heaton recognises that students are individuals who wish to express themselves as such, however part of the offer at Beckfoot Upper Heaton is preparation for working life. As a result, students are not permitted to wear excessive jewellery of makeup. A student may wear:
 - One small set of studs in the lowest piercing in their ear lobe
 - A small discrete nose stud
 - A simple watch (not a smart watch)
 - Additional jewellery including, but not limited to, necklaces, bracelets and rings should not be worn due to health and safety. Students will be expected to remove these items if they are worn to school. Repeated wearing of these items will result in confiscation and parents/carers will be requested to collect at the end of the school day.
 - Subtle, natural skin make up which cannot be seen without close inspection
 - Clear natural coloured nail polish is allowed to be worn at Beckfoot Upper Heaton.
 - False nails, non-natural coloured nail polish, bejewelled/embellished nails are not allowed due to health and safety. Students will be asked to remove such items and parents will be contacted to remove where necessary.

- Coloured contact lenses are not allowed in school. Students will be asked to remove such items and parents will be contacted to remove where necessary.
- False eyelashes/eyelash extensions are not allowed in school due to health and safety. Students will be asked to remove such items and parents will be contacted to remove where necessary.
- All jewellery must be removed for PE for health and safety reasons. Students will be asked to remove any jewellery/make which does not comply with the above. Students who do not comply or respond politely will incur sanctions in line with the Beckfoot Upper Heaton graduated response.
- All items of clothing (e.g., coats, gloves, hats, scarves etc.) which are not part of the Beckfoot Upper Heaton must be removed prior to entering the school building. Failure to do so will result in a C3 'Failure to comply with the uniform code' being issued.
- All staff will challenge uniform issues consistently, following the Beckfoot Upper Heaton Graduated Response.

100% Equipment

- All students are expected to have the basic equipment to enable them to access the learning opportunities within each lesson. The minimum equipment all students must have is:
 - 2 x black pens
 - Green pen
 - An HB pencil
 - A ruler
 - An eraser
 - A reading book
 - A Beckfoot Upper Heaton student planner (provided by school)
 - A scientific calculator (for maths lessons and science lessons)
 - Beckfoot Upper Heaton PE kit (for PE lessons)
- Equipment must be stored in a pencil case.
- School runs a school shop where basic equipment can be purchased at break and lunch times for a very low price at no profit to the school.
- All students must have an A4 sized school bag to ensure they can transport all materials and equipment required for the day. If a student is using a bag which is not A4 in size and unsuitable for the intended purpose it will be confiscated and returned to a parent/carer at the end of the day.
- Students who arrive to lessons without the correct equipment will receive a C3 'Inadequate equipment' sanction.

100% Punctuality and Attendance

- Students are expected to attend school every day unless in exceptional circumstances (see attendance policy).
- Punctuality is a critical skill for life and we expect our students to come to school on time and get to their lessons promptly. Students who are on time are safe, ready and respectful.

Morning Routine

- All students must enter the school grounds via Thorn Lane and be on school site by 8.12am and remain outside the building until instructed to go in. Staff are on duty from 8am and will be in high vis coats so are easily identifiable.
- At 8.15am year 7,8, 9 and 10 will hear the “line up signal/whistle”. This is their signal to move with pace and purpose, into year group lines ready to progress in an orderly manner into school to their morning meeting location.
- At 8.15am Year 11 will hear the “line up signal/whistle”. This is their signal to move into the main hall with pace and purpose, and take their morning meeting seats.
- Students who miss the line-up/ initial entrance will be expected to join the back of the entrance line regardless of their year group.
- The gates on Thorn lane are closed promptly at 8.15am. After 8.15am students must walk around the outside of the school building and enter the building through the side door and will be issued with a late mark and a C3 ‘Late to School’ will be issued.
- Parents and carers should be aware that a late mark will be recorded, regardless of whether they have phoned to say it is their fault, or the students. Whilst we understand and accept this may be the case, staff cannot remove the late detention, just because a parent, or carer has stated it was their fault.
- Students with persistent lateness and for whom the Beckfoot Upper Heaton graduated response sanctions are not acting as a deterrent will be escalated to the Trust and Local Authority Attendance Intervention Plan as per the attendance policy. Parents who do not get their children to school on time after a period of intervention will forward the necessary documentation to appropriate authorities for additional interventions, one of which may be prosecution.

The white line

- Students will cross a painted white line as they enter and leave the school premises.
- This is a key opportunity for leaders to greet students, praise them for good behaviours and remind them of our non-negotiables around banned items, disruptive and dangerous behaviours and the Beckfoot Upper Heaton 100% habits.
- Students are not allowed mobile phones, hoodies, energy drinks or any other banned item as soon as they cross the white line on to the school premises.

On task

- Students are expected to remain on task at all times in the school day.
- The tasks will vary, dependent on the time of day, however must always be completed.
- Students who are not on task will receive a C3 ‘Off task’ issued on ClassCharts.
- Persistent refusal to remain on task will result in the Beckfoot Upper Heaton graduated response being followed and further sanctions being issued.

Polite response

- Always giving a polite response to whoever is speaking to us is an integral part of the core values at Beckfoot Upper Heaton.
- Direction and instructions will be given to students by all school staff in a professional manner. Students must respond politely and follow the instruction immediately, without question or challenge.

Students who do not respond politely, walk away from staff or do not follow the instruction will be issued with the relevant sanction e.g. C3 Refusal to follow instructions / defiance or C3 Failure to speak to adults with respect.

- Further lack of politeness / walking away / refusal will result in the Beckfoot Upper Heaton graduated response being followed and further sanctions being issued.

5. Creating a positive climate for learning

Rationale

- Every student has the right to learn without disruption.
- Teachers have the right to teach without disruptions.
- Students who require additional support to self-regulate receive support as quickly as possible.

Key principals

- Students who require additional support to self-regulate receive support quickly.
- Consistent routines ensure our students are “ready” to learn.
- Classroom routines are rigorous, well-rehearsed and habitual for all.
- The highest expectations are plainly communicated through positive directions and corrections that are specific, concrete, observable and sequential. There is no ambiguity.
- Staff must make eye contact with students, use student personal signals wherever possible – a shake of the head, finger to mouth and other ‘Least Invasive Corrections’ to avoid disruption. Staff will let the students know that the behaviour has been observed and narrate the expectations to reduce the risk of further disruption.
- Students are met at the door by their teacher and are expected to always be punctual. Late students disrupt the learning of others and will be issued with a late mark. Students who are more than 4 minutes late to a lesson will have a ‘arriving 4 or more minutes late to lesson’ C3 recorded on ClassCharts. In this situation teachers will swiftly and quietly guide the student into the lesson, minimising the disruption to the other students present.
- Teachers show ‘unconditional positive regard’ and ‘deliberate botheredness’ about students.
- During lessons teachers and associated staff will circulate around the room as often as is practical to assertively monitor students’ work and be in proximity to higher needs students at key points during the lesson.
- Activity or pace of the lesson should be regularly changed.
- Off-task behaviour is corrected swiftly and privately to reduce the disruption to the learning environment. As a guiding principle, teachers should aim to ‘Praise in Public’ and ‘Reprimand in Private’.

Line ups

- Students line up in silence in their form groups at key transition points during the day:
 - The beginning of the day
 - At the end of social time
 - At the end of the day
- ‘Line ups’ are a way for students to regulate their behaviour and move to a state where they are ready to learn.
- Students are collected from line up by teaching staff and escorted quietly to their next timetabled lesson, maintaining the ready to learn state established during the line-up.

Students who do not maintain the ready to learn state whilst transitioning will have a 'failure to behave sensibly around school' C3 recorded on ClassCharts.

Morning meeting

- All students attend daily academic morning meeting where they have the opportunity to enhance their learning through retrieval practice and celebrate successes.
- Students move from their morning line up location with their form tutors straight to the morning meeting locations below:
 - Year 7 – Dance studio
 - Year 8 and Year 9 – Sports hall
 - Year 10 – Canteen
 - Year 11 – Main Hall
- Students sit down in their allocated seat in silence.
- When students are sat down, they must immediately get out the equipment below:
 - Beckfoot Upper Heaton student planner
 - A black
 - A green pen
 - A scientific calculator (for maths sessions)
- A 'thinking challenge' will be displayed as students are entering.
- 12 retrieval questions will then be displayed, which students will answer in their planners in silence.
- The answers will then be displayed, and students will self-assess their answers in green pen, making a note of their score at the bottom of the section.
- The meeting will end with recognition of student's achievements.
- Students will be collected from the meeting by their lesson 1 teacher and will transition in quietly with pace and purpose to their first lesson.

Creating a positive climate for learning: teacher expectations

- Teachers are at their classroom doors, on time greeting students as they enter the classroom.
- Teachers check that students are equipped for learning at the start of the lesson. This includes planners on desks with equipment ready at the start of the lesson. Teachers will provide missing essential equipment swiftly to ensure learning time is not lost organising basic equipment.
- The register is always taken with the first 5 minutes of the lesson to ensure that all students are safeguarded.
- Good order must be established straightaway. There are clear routines for putting bags, coats etc. away, having books out ready to start. There is an established routine where there is a retrieval task for the students to complete on entry.
- Teachers embed routines and procedures to secure an excellent classroom culture by spending time teaching the routines explicitly.
- There are class seating plans to maximise student progress during the lesson.

- A 'Do Now Activity' will always be ready for students to complete when they enter the room. This will support students to settle following transitioning from another lesson or line up. Student always complete this task in silence. (*See Teaching and Learning Policy*)
- At the beginning of every lesson, teachers recap prior learning to support the retention of knowledge, skills and understanding over time. (*See Teaching and Learning Policy*)
- All teachers take pride in their classroom. They ensure the environment is litter free, tidy and organised.
- Teachers are expected to display and model behaviour and achievement expectations every lesson.
- Students are praised and acknowledged through the praise and recognition system, with all achievement points recorded on ClassCharts. For example, a student will be awarded achievement points and publicly praised when they, makes outstanding progress during the lesson; shows initiative; completes homework to a good standard; answers a challenging question in class
- At the end of the lesson, teachers ensure students place their chairs under their desks. Stand behind their chairs and are silent. They dismiss the class in an orderly fashion using a 'row by row' system.
- If routines are not followed with 100% compliance, teachers ensure that students do it again, until 100% compliance.
- Teachers aim to award at least 5 students with achievement points each lesson.

Disruption to a positive climate for learning

- Students follow instructions from the adult in their classroom and are expected to always conduct themselves appropriately.
- If a student disrupts the learning of other students, or the teacher's ability to teach effectively then the 'C' system will be used as follows:
 - The student will be given a nonverbal signal to cease the behaviour.
 - If the behaviour continues, the student will be verbally instructed to cease the behaviour and the student will be told "This is your C1 verbal warning because you have continued to disrupt the learning of others. I am expecting to see... *state desirable behaviour*".
 - If the behaviour continues still, the teacher must support the student by taking all reasonable steps to prevent the behaviour continuing and the student will be told "This is your C2 warning, if the behaviour continues you will be issued with a C3. I am now expecting to see. *state desirable behaviour*". Example of steps that could be taken are: moving seat, refocussing, supporting with the task being completed. A student must NEVER be sent out of the room without an adult.
 - If the behaviour continues still, the student will be told "I am recording a C3 30 minute detention on ClassCharts because *undesirable behaviour stated*. I am now expecting to see. *state desirable behaviour*".
 - If the behaviour continues still, the teacher should alert 'on call' via ClassCharts and the student will be removed to another classroom. A C4 60 minute detention will be logged on ClassCharts.
 - If a student is then disruptive within the 'remove room' the teacher in the remove room will alert 'on call' via ClassCharts and they will be removed to the 'reflection and restorative room (R&R)' where they will remain until at least the end of the next social time. The teacher in the remove room will record the appropriate C5 on

ClassCharts for the disruptive behaviour. Students that are removed to 'R&R' will receive a 60-minute detention.

- If a student is returned to R&R on the same day, they will remain in R&R for the full day and complete their 60 minute detention.

(Appendix 4: Reflection & Restorative Provision)

Restorative conversation

- The neurosequential approach; 'Regulate, Relate, Repair' is implemented within the Beckfoot Upper Heaton graduated response to behaviour.
- During a student's time in R&R, they will receive a restorative conversation with the teacher who made the referral. In the case of a removal from a remove room, this is the member of staff who referred them to the remove room. This will be completed either during their time served in R&R, or during the detention at the end of the day.
- The teacher is expected to be self-aware in terms of their own emotions around the incident then attempt to rebuild the relationship and reframe the behaviour leading to the referral by:
 - Actively listening.
 - Asking empathetic questions.
 - Being understanding.
 - Supporting the student to find a solution to their behaviour.
- The restorative conversation is an opportunity to:
 - Rebuild the relationship.
 - Help the student reflect on their behaviour.
 - Provide support for any underlying issues.
 - Move the student on from that behaviour so that the behaviour is not repeated.
- Key to the success of this conversation will be the non-confrontational and empathetic manner of the teacher leading the conversation. It is integral the conversation is approached with an unconditional positive regard and deliberate 'botheredness'.
- The conversation will form two main parts as outlined below.
 - During part 1, the student will be asked:
 - About their feelings before the referral.
 - How they made others feel by their behaviour;
 - To recount why they were sent to R&R (the teacher will summarise this and repeat it back to them to ensure there is a clear understanding);
 - Why they were behaving in that way.
 - How things can be made better when they are back in lesson – providing them with replacement behaviours.
 - During part 2, the focus will be on moving on from the behaviour:
 - Expectations for behaviour in the lesson will be reinforced.
 - Positive aspirations will be reinforced.
 - Belief and confidence in the pupil will be communicated.
 - Support for positive behaviours will be provided

Creating a positive climate for learning: out of classrooms

- Beckfoot Upper Heaton has high expectations and standards for all students, these are maintained both within the classroom and outside of the classroom.
- If a student displays any C3 behaviours in and around the school during unstructured or social times:
 - the member of staff will give the student a verbal warning to modify their behaviour (C1).
 - If the student does not immediately modify their behaviour, the member of staff will quickly give the student a second verbal warning (C2).
 - If the student still does not modify the member of staff will inform the student that a C3 will be recorded on ClassCharts.
 - If the behaviour continues the member of staff will inform the student that a C4 will be recorded on ClassCharts, and verbally (in person or via radio) alert the HOY, KS Lead or SLT to the incident to enable the student to be removed from line up at the end of social time.
 - The student will then be removed from line up and spend until the end of the next social time in R&R.
 - The member of staff who issued the C3 and/or C4 will record the sanction on ClassCharts as soon as possible after the incident.
- If a student displays any C4 behaviours in and around the school during unstructured or social times:
 - the member of staff will give the student a verbal warning to modify their behaviour (C1).
 - If the behaviour continues the member of staff will inform the student that a C4 will be recorded on ClassCharts, and alert the HOY, KS Lead or SLT to the incident to enable the student to be removed from line up at the end of social time.
 - The student will then be removed from line up and spend until the end of the next social time in R&R.
 - The member of staff who issued the C4 will record the sanction on ClassCharts as soon as possible after the incident.

Mobile Phones and Headphones

- Mobile phones and headphones (and associated items e.g., ear pods) are banned items at Beckfoot Upper Heaton. As such they should not be brought to school.
- If a parent/carer wishes for their child to bring their mobile phone to school for safety on the journey to and from school the mobile phone must be switched off and kept in the student's bag for the duration of the day. The school will not take responsibility for loss or damage to any personal items.
- If a mobile phone is seen by any member of staff (including visible in pockets) on school site, it will be confiscated and placed in main reception. A C3 'Having a mobile phone visible in school' will be recorded on ClassCharts and a 30 minute detention will be issued. Beckfoot Upper Heaton will use a graduated approach to collection of a confiscated phone as outlined below:
 - First time confiscation: Collection by student at the end of detention.
 - Second time confiscation: Collection by student at the end of detention.
 - Third time confiscation: Collection by an adult over the age of 18 years old.
- No mobile phones will be returned before the end of detention.

- If a student is seen using headphones by any member of staff on school site, they will be confiscated and placed in main reception. A C3 'Use of Headphones' will be recorded on ClassCharts and a 30 minute detention will be issued. The student can collect the headphones at the end of the detention. No headphones will be returned to students before the end of detention.

Loss of dignity

All members of the Beckfoot Upper Heaton community deserve to be treated with dignity and respect. As such below is a list of actions which will not be tolerated and sanctions within the graduated response will be applied, dependent on the situation.

- Using any device to overtly or covertly photograph or record (image and/or sound) any member of the school community (staff or student) whilst on school site or outside of school. To protect the dignity and privacy of staff, if this occurs Beckfoot Upper Heaton will insist that the photograph, video and/or sound is deleted from the device, all online storage platforms and any other copies stored elsewhere, in the presence of the HT, DSL or DHT Behaviour.
- Copying images of staff from social media platforms, the wider internet, any published Beckfoot Upper Heaton material, and repurposing these imaged in any way. This includes but is not limited to sharing the repurposed images on social media.
- Making malicious allegations about staff. At Beckfoot Upper Heaton all allegations are fully investigated, however where it is found that an allegation has been made maliciously, serious sanctions will be imposed in line with the graduated response.
- Personal comments, gestures or demeanour (both direct and implied), which makes a member of staff feel uncomfortable, intimidated or undignified will be sanctioned through the graduated response.

Banned Items

- Banned items cover a broad range of items.

(See Appendix 3)

- If it is suspected that a student is in possession of a banned item, the student will be asked for the item. If they refuse to hand over the item, or state they do not have it, they will be 'searched' for the item by a member of the safeguarding team. (See Screening, Searching and Confiscation below).
- If a banned item is found it will be removed from the student and appropriate sanctions will be issued. In some cases, this may involve informing the police, children's social care and other services.

Screening, Searching and Confiscation

- The school follows the DfE guidance 'Screening, Searching and Confiscation. Advice for Headteachers, staff and governing bodies'.
- In addition to the practice identified in the DfE guidance, the school also bans the following items, and as a result, can search students for them:
 - o Any item brought into the 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 or be detrimental to school practice.
 - o 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.
- On the rare occasion that a student refuses a search, the school will assume the student has the suspected item on them and will therefore proceed with the appropriate sanction in line with the Beckfoot Upper Heaton graduated response.
- If a member of staff feels that there may be a serious risk to life, or committing of a crime, the staff member would have to take the necessary measures to prevent the student/s accessing the suspected harmful item/s.

Police

- The school has a duty of care to all members of the school and wider community. As such the police will be informed immediately where criminal activity has taken place or is suspected of having taken place.
- The school will also 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.

CCTV

- Beckfoot Upper Heaton uses CCTV for the purpose of maintaining discipline and managing behaviour and safety (See Use of CCTV Policy).
- Due to GDPR regulations, the school is unable to share any CCTV or still images of incidents that occur within the school grounds with parents, carers, or other third parties.
- The school will always cooperate with the police and provide any requested evidence.

Use of Reasonable Force and Restraint

- Please refer to the DfE guidance 'Use of reasonable force. Advice for Headteachers, staff and governing bodies'.
- All members of staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of students such as unpaid volunteers, cover staff or parents/carers accompanying students on a school organised visit.
- Beckfoot Upper Heaton is committed to using positive behaviour management strategies to help young people learn how to behave appropriately. In the vast majority of situations, these strategies are sufficient, but there may be occasions when further interventions are required.
- Designated Staff at Beckfoot Upper Heaton are trained in "Team Teach" and may "guide" students to a place of safety should their behaviour become unregulated or unsafe.

- If a situation is escalating or there is a risk of harm being caused to any member of the school community we may need to use physical restraint/ team teach strategies to support the safety of everyone involved.

Physical restraint is defined as an incident when a staff member prevents or restricts a child's movement against their will.

A staff member can include any member of school staff, a volunteer, or any other person who is temporarily in charge with the authorisation of the Headteacher.

- If physical intervention or restraint of any form is required, a school should adhere to the following principles:
 - Restraint is only ever used as a last resort when every other approach has been tried
 - Restraint will only be used when a student poses a danger to themselves or to others, or they are damaging property on or off site
 - The minimal force required will be used
 - Staff are trained in the correct use of physical restraint
- Physical restraint may include, but is not limited to, the following:
 - Guiding a student by the arm or shoulders to remove them from the room
 - Blocking a student's path
 - Standing between students to prevent movement
 - Physically holding a student to prevent a fight
 - Holding a student on the floor – a student must only be held on the floor in extreme circumstances
- Physical restraint may be used:
 - When there is good reason to believe a student is putting themselves or others in a position of danger.
 - To prevent a student from leaving the classroom, or school building if there is a risk of danger if they do so.
 - To prevent or stop an attack on a member of staff or another student.
 - To stop a fight between students.
- Physical restraint may be used on any student, of any gender or age.

Safer Schools Partnership Officer and BUH PCSO

- A Safer Schools Partnership (Police) Officer (SSPO) is employed to work at Beckfoot Upper Heaton.
- 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.
- Beckfoot Upper Heaton also has a full time PCSO on staff.
- The police officer and PCSO work regularly at school to ensure:
 - the safety of students, 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 students involved in, or at risk of offending.
 - improved standards of student behaviour and attendance, and less need for exclusions.
 - more positive relations between young people and the police and between young people and the wider community.
 - effective approaches to issues beyond the school site that negatively impact on student safety and behaviour.
- Students will:
 - feel safer, knowing that a police officer is on hand to help resolve conflicts and respond to harmful behaviour.
 - learn more effectively as they grow more confident that they can attend school in safety.
 - find out how to avoid being drawn into crime and anti-social or extremist behaviour and learn more about what the police do in the community.
 - receive support if they have been victims of crime and learn new skills to avoid being victims and be safer on journeys to and from school; and
 - benefit from a positive role model through contact with the SSP officer.

6. Graduated response

- At Beckfoot Upper Heaton we use a graduated response to behaviour management and ensure that students have opportunities to learn from their mistakes, regulate their behaviour before a formal sanction is issued.
- When students persistently disrupt the learning and development of others both sanctions and interventions will be issued.
- Interventions may involve students spending time outside of mainstream lessons to ensure they will be successful the next time. This may also involve working with other professionals and colleagues from other agencies such as Children's Social Care; the Police; the SEND team or Health services.
- Below is an outline of the Beckfoot Upper Heaton graduated response:

Stage of graduated response	Details
100% Habits	Beckfoot Upper Heaton's 100% habits prepare students to be successful in every aspect of school life.
Pre-C system	Non-verbal reminder to stop undesirable behaviour
C1 (not logged on ClassCharts)	First verbal warning, desirable behaviour described
C2 (not logged on ClassCharts)	Second verbal warning, desirable behaviour described, preventative steps taken by staff, reminder that next stage is C3
C3	Third verbal warning, C3 recorded on ClassCharts. 30-minute afterschool detention.
Persistent C3	3 x C3 recorded on ClassCharts in 1 week results in: <ul style="list-style-type: none"> • Analysis of classes, times, teachers C3's are being issued • Parental meeting with HOY to identify any further barriers • Adjustments as needed e.g., set changes • Review after 2 weeks
C4	Removal to another classroom in faculty. C4 recorded on ClassCharts. 60-minute afterschool detention.
Persistent C4	2 x C4 recorded on ClassCharts in 1 week results in: <ul style="list-style-type: none"> • Analysis of classes, times, teachers C4's are being issued • Parental meeting with HOY and KS Lead to identify any further barriers • Adjustments as needed e.g., set changes • 2-week HOY report • Review after 2 weeks
C5	Removal to R&R until the end of the next social time. C5 recorded on ClassCharts. 60-minute afterschool detention. Repeated C5 on the same day, removal to R&R and remain for the full day. 60-minute afterschool detention. Some C5 behaviours will warrant more severe sanctions at the discretion of the HT and DHT Behaviour.

Persistent C5	<p>3 x C5 recorded on ClassCharts in ½ term results in:</p> <ul style="list-style-type: none"> • Full day in R&R. 60-minute afterschool detention • Parental meeting with HOY • HOY report <p>5 x C5 recorded on ClassCharts in ½ term results in:</p> <ul style="list-style-type: none"> • 2 Full days in R&R. 60 minute afterschool detention each day • Parental meeting with KS Lead • KS Lead report <p>Any subsequent C5 recorded on ClassCharts results in:</p> <ul style="list-style-type: none"> • Parental meeting with DHT Behaviour • DHT report • Expectations contract • Internal strategy meeting with Safeguarding team, HOY, KS Lead, DHT Behaviour, any other relevant staff. • Accruing suspensions starting 0.5 day for first C5, 1 day for 2nd C5 etc. <p>If a student is suspended a re-integration meeting with parent/carer, HOY and DHT Behaviour must occur before the student returns to mainstream lessons.</p> <p>If a student was suspended for refusing to attend R&R, upon their return to school they will always complete a full day in R&R with the 60 minute detention at the end of the day.</p> <p>Students will usually attend R&R upon return from all suspensions to ensure that all interventions required are carried out prior to returning to mainstream lessons.</p>
Behaviour Placement	<p>A behaviour placement to another school may be issued in the following circumstance:</p> <ul style="list-style-type: none"> • As an alternative to suspension when the DSL/DHT Behaviour believe it to be more appropriate • When a student's behaviour is not improving using other approaches • When a student has been involved in a serious incident <p>A behaviour placement can be issued for up to 15 school days.</p> <p>If a student fails to attend the behaviour placement, it will roll over until the student attends.</p> <p>If a student attends a behaviour placement a re-integration meeting with parent/carer, HOY and DHT Behaviour must occur before the student returns to mainstream lessons.</p> <p>There may be circumstances when students will need to attend R&R upon return from suspension to ensure that all interventions required are carried out prior to returning to mainstream lessons.</p>

	If parents do not attend the reintegration meeting, students will always attend R&R upon return from a suspension to enable parents to be contacted.															
Timetable adjustments	In rare cases a student’s timetable may be modified to support a student to be successful in a lesson. This will always be done in conjunction with parents/carers and the student.															
Managed move	When a student has either persistently failed to comply with the values, expectations and rules of Beckfoot Upper Heaton, or has been involved in an extremely serious incident which means that returning to Beckfoot Upper Heaton would be untenable, a managed move to another school may be sought. This will always be done in conjunction with parents/carers.															
Alternative Provision	In situations where a student is unable to meet the expectations of a mainstream school, such as Beckfoot Upper Heaton, a placement in an alternative provision may be sought, if appropriate and/or financially viable. Whilst this will always be done in conjunction with parents/carers, the HT has the legal right to direct a student to an Alternative Provision if it felt that the student’s needs can be better met there.															
Suspensions (See Appendix 5)	<p>A student can be suspended for:</p> <ul style="list-style-type: none">• Persistently failing to comply with the values, expectations and rules of Beckfoot Upper Heaton• A serious breach of the school behaviour policy <p>If a student is suspended a re-integration meeting with parent/carer and Beckfoot Upper Heaton Staff (as outlined below) must occur before the student returns to mainstream lessons.</p> <table><tr><th>Suspension days per half term</th><th>Reintegration meeting</th><th>Contract / report type</th></tr><tr><td>0.5 days – 1 days</td><td>HOY/ KS Lead</td><td>HOY</td></tr><tr><td>1.5 days – 3 days</td><td>KS Lead/DHT Behaviour</td><td>KS Lead</td></tr><tr><td>3.5 days – 8 days</td><td>KS Lead/DHT Behaviour</td><td>DHT Behaviour</td></tr><tr><td>More than 8.5 days</td><td>DHT Behaviour / Head Teacher</td><td>Head Teacher</td></tr></table> <p>Students will sometimes attend R&R upon return from suspension to ensure that all interventions required are carried out prior to returning to mainstream lessons.</p> <p>If parents do not attend the reintegration meeting, students will always attend R&R upon return from a suspension to enable parents to be contacted.</p> <p>There are some behaviours that unless the DHT Behaviour / HT agrees to extenuating circumstances a standardised minimum suspension will be issued:</p>	Suspension days per half term	Reintegration meeting	Contract / report type	0.5 days – 1 days	HOY/ KS Lead	HOY	1.5 days – 3 days	KS Lead/DHT Behaviour	KS Lead	3.5 days – 8 days	KS Lead/DHT Behaviour	DHT Behaviour	More than 8.5 days	DHT Behaviour / Head Teacher	Head Teacher
Suspension days per half term	Reintegration meeting	Contract / report type														
0.5 days – 1 days	HOY/ KS Lead	HOY														
1.5 days – 3 days	KS Lead/DHT Behaviour	KS Lead														
3.5 days – 8 days	KS Lead/DHT Behaviour	DHT Behaviour														
More than 8.5 days	DHT Behaviour / Head Teacher	Head Teacher														

	Behaviour	Guidance suspension minimum
	Fighting, physical aggression or violence towards a peer	3 days
	Physical aggression or violence towards a member of staff	5 days
	Verbal aggression towards a member of staff	3 days
	Inciting violence	2 days
	Bringing a weapon into school	5 days
	Having drugs in school	5 days
	Having alcohol in school	5 days
	Racist, homophobic, transphobic, biphobic, sexist or misogynistic comments, gestures or behaviour	5 days
	Verbal abuse towards staff	2 days
	Having cigarettes/e-cigarettes/vapes/shisha pens in school	1 full day in R&R
	The suspension minimum lengths stated above are guidance only. All incidents where a suspension is being considered, a full investigation is carried out and sanctions are issued on a case-by-case basis.	
Permanent Exclusion	In extremely rare circumstances, through consultation with the Beckfoot Trust, the Headteacher may decide to permanently exclude a student for either persistent defiance and disruption, or a serious offence. (See Appendix 6)	

Reports / Behaviour Contracts

- At Beckfoot Upper Heaton we use student reports to forensically monitor and support students who are struggling to follow the values, expectations and rules of the school.
- Parents/carers are always informed of the reason their child is being placed on a report, the process that will be followed for the duration of the report and the potential next stages following the end of the report.
- Form tutor report
 - Students who gain 3 x C3 or C4 records in a 2 week period will be placed on form tutor report for 10 days.
 - Form tutors will monitor this and record sanctions (as outlined below)
 - If a student does not make progress on the report or has a further C3 or C4 recorded whilst they are on the report they will move to HOY report.

- HOY report
 - Students who have gained 2 x C5 records, or have received 0.5 days – 1 days suspension, or are failing to respond to low level tutor intervention student will be placed on a 10 day HOY report.
 - Parents/carers will be informed that significant improvements in their child's behaviour is required via a phone call from the HOY.
 - The report will be monitored closely by the HOY.
 - If a student gains a C5 record whilst on HOY report they will immediately move to a KS Lead report.
- KS Lead report
 - Students who have received 1.5 days – 3 days suspension or have failed HOY report will be placed on a 10 day KS Lead report.
 - Parents/carers will attend a meeting with KS Lead and DHT Behaviour where they will be informed that the student's place at the school is becoming at risk, unless there are significant improvements with their behaviour.
 - The report will be monitored closely by the KS Lead.
 - If a student gains a C5 record whilst on KS Lead report they will move immediately to a DHT Behaviour Contract and be issued with a 1 day suspension.
- DHT contract
 - Students who have 3.5 days – 8 days suspension or have failed KS Lead report will be placed on a DHT behaviour contract for a minimum of 20 days.
 - Parents will attend a meeting with DHT Behaviour and KS Lead to outline the conditions within the behaviour contract and the sanctions which will follow if the conditions are not met.
 - DHT Behaviour will closely monitor the student's behaviour and meet with the student weekly.
 - If a student breaks the conditions of the DHT contract a 3 day suspension will be issued and a meeting with the DHT Behaviour will be held to discuss the student's place at Beckfoot Upper Heaton.
 - If a student breaks the conditions of the DHT contract for a second time a 5 day suspension will be issued and a meeting with the HT will be held.
- HT
 - A meeting with the HT and DHT Behaviour will be held for all students who receive more than 8.5 days suspension.
 - Options from the graduated response will be discussed and appropriate further interventions and sanctions will be put in place.
- On all reports if a teacher awards a poor score (4 or 5), they will also record the appropriate C3 on ClassCharts. A 30 minute detention will then be completed by the student. In some cases, this detention will be result in a loss of social time within the school day whilst the detention is completed, this is at the discretion of the report lead.

- A report will be automatically failed if a student:
 - Fails to get the report signed
 - Loses the report
 - Fails to present the report to the relevant pastoral member of staff
 - Is placed in R&R
 - Receives a suspension
 - Is involved in a serious incident inside or outside of school
- If a student is absent the report will be put on hold until the full number of days, the report is active for has been completed.
- If a student is placed onto a report or contract parents/carers cannot opt out of the report process or sanctions.

Personalised approach to students with additional needs and/or SEND

- All staff at Beckfoot Upper Heaton recognise that at certain stages in a child or young person's school life they may struggle to access, or manage within, the typical provision offered by the school as a result of:
 - Social, Emotional, and Mental Health Needs (SEMH);
 - Adverse Childhood Experiences (ACE).
 - Special Educational Needs (SEN) and Disabilities (SEND).
- Staff are trained to support pupils with SEMH, SEND or suffer from ACE. If a pupil displays behaviours which suggest an undiagnosed need, then the graduated response as outlined in the SEND Policy should be followed. This includes:
 - An assessment to establish a clear analysis of the pupil's needs.
 - A plan setting out how the pupil will be supported.
 - The required actions to provide the support.
 - Regular reviews to assess the effectiveness of the provision and identify any recent changes.
- Social, emotional and mental health (SEMH) needs are a type of special educational need in which children or young people have severe difficulties in managing their emotions and behaviour. They often show inappropriate responses and feelings to situations.
- Adverse childhood experiences (ACE) can be defined as events which occur in a child's life which can be traumatic and leave lasting effects on development and learning e.g., delayed development leading to difficulties following instructions.
- Teachers within the school will be aware of the content of all support plans for any pupil whose special needs might display as challenging behaviour and as such will be mindful of this when considering the use of behaviour sanctions and make reasonable adjustments where necessary.
- Consideration is made as to whether misbehaviour indicates that a child is suffering from, or is likely to suffer, significant harm or is the result of an unmet educational need or other needs. In these instances, the school will consider a multi-agency assessment where necessary.
- Pupils who have been identified as having additional needs including SEMH and/or ACE characteristics will still be subject to the same procedures laid out within this policy.

Appendix 1:

Achievement Points

Value	Behaviour
Excellence	Completing classwork to an exemplary standard Completing homework to an exemplary standard Making significant improvements in learning Excellent participation in class Making exceptional progress in class Outstanding independent learning Excellent assessment results
Integrity	Respecting the school environment Participating in school, community or charitable events Volunteering Representing the school community Taking on a leadership responsibility 100% weekly attendance Significant improvements in attendance from last week Demonstrating outstanding attitudes to learning Resilience to challenges
Kindness	Being helpful to others Being courteous to others Showing empathy to others Working well with other students Showing acts of kindness to staff or peers Holding the door for staff/students behind them Picking up litter without being asked

Appendix 2:

Behaviour Points

C3 behaviours (30-minute detention)	C4 behaviours (60-minute detention)	C5 behaviours * (R&R, 60-minute detention)
1 behaviour point	3 behaviour points	5 behaviour points
<ul style="list-style-type: none"> • Inadequate equipment • Arriving 4 or more minutes late to a lesson • Failure to comply with uniform code • Off task • Having a mobile phone visible in school • Use of headphones • Calling out • Lack of effort in the classroom • Lack of pride in work • Talking over the teacher • Chewing / eating in class • Refusal to follow instructions / defiance • Failure to speak to adults with respect • Failure to speak to peers with respect • Answering back • Failure to behave sensibly around school • Late to school • Failure to complete homework on time or to a satisfactory standard 	<ul style="list-style-type: none"> • Failure to cease any C3 behaviour • Failure to attend a C3 detention • Littering • Walking off from a member of staff • Rude language / swearing • Name calling • Truancy from lessons or line up • Cheating in an assessment • Loitering in the toilets • Dangerous or unsafe behaviour e.g., running in the corridor, horseplay. • Throwing objects at others or where it causes disruption 	<ul style="list-style-type: none"> • Failure to cease any C4 behaviour • Extreme cases of C3 / C4 behaviours • Failure to attend a C4 detention • Fighting, physical/verbal aggression or violence • Inciting violence • Bringing a weapon into school • Having alcohol, cigarettes/e-cigarettes, drugs in school • Theft or bringing in stolen items • Extortion • Bullying • Homophobic, transphobic, biphobic language or behaviour • Racist language or behaviour • Sexist or misogynistic language or behaviour • Graffiti

*In extreme circumstances C5 behaviours may be deemed severe enough to warrant further sanctions e.g., behaviour placements, suspension, or permanent exclusion.

Appendix 3:

Banned Items

Below is an extensive, but not exhaustive list of banned items that will be confiscated if they are found on school site. In the case of illegal items or age restricted items (including vapes) they will not be returned to students or parents/carers but will be disposed of or reported to the police.

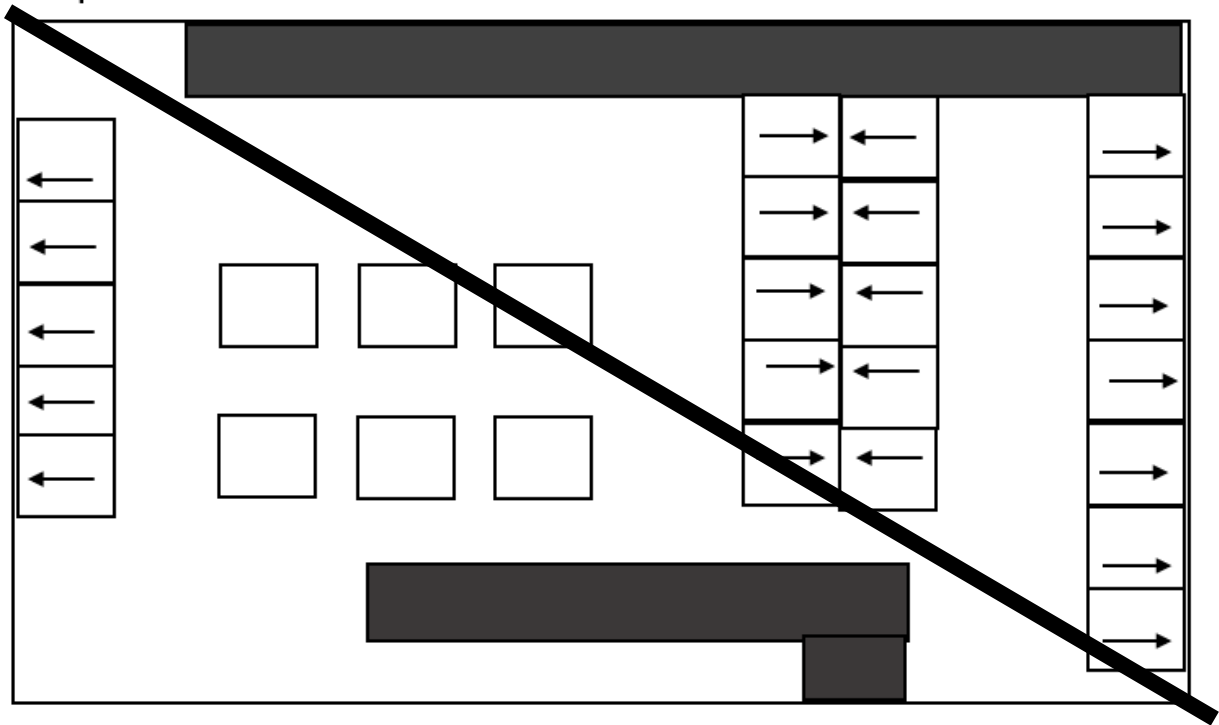
- Energy drinks
- Full sugar drinks e.g., coca cola
- Sharing packets of sweets, chocolate and crisps
- Chewing gum
- Balaclavas
- Biker gloves (reinforced gloves)
- Hoodies
- Sportswear (other than for PE)
- Trainers (other than for PE)
- Mobile Phones
- Headphones / air pods
- Knives / bladed objects
- Pencil sharpener blades
- Compasses (other than being used in a lesson)
- Knuckle Dusters
- Guns (including replica guns)
- BB guns
- Gel pellet guns
- Water guns / water balloons
- Ammunition
- Explosives (including fireworks, firecrackers and sparklers)
- Corkscrews
- Hammers, saws, screwdrivers, nails, screws and other items of hardware
- All illegal drugs
- Legal medicines that are not logged and stored by the medical team
- 'Legal highs'
- Vapes / E-cigarettes
- Cigarettes / tobacco products
- Lighters / matches
- All THC products
- Alcohol
- Pornographic material
- Any item that has been modified to have a sharp or pointed end
- Any item deemed dangerous and unnecessary to have possession of in school
- Items that could be used to record a person and go against GDPR guidance
- Any extreme material which could cause fear, or offence to members of our school community

Appendix 4 (Updated 10.3.24):

Reflection and Restorative Provision (R&R)

Location: S10

Set up:



R&R Referral routes:

1. C5

- If a student continues to display behaviour in a faculty 'remove room' against the behaviour policy after a C4 removal to another classroom, call out will be called using ClassCharts.
- Students will issued a C5, which will be logged on ClassCharts
- Students will be escorted to R&R by the allocated member of call out staff.
- The pupil will remain in R&R until the end of the next social time. For example a student who enters R&R at 11am (during period 3) will remain in R&R until after the end of lunch time for their year group.

2. Failure to attend detention

- If a student fails to attend a second attempt C4 detention students will be escorted from morning meeting to R&R.
- The student will remain in the R&R until the beginning of afternoon tutor time.
- Students will be collected by the HOY during afternoon tutor time and escorted to their C4 detention.

3. Serious breach of the school behaviour policy

- DHT for behaviour and culture can place a student into R&R for an extended period of time.
 - This will be used to prevent a student being suspended or directed to a behaviour placement at an alternative school.

- Parents will be contacted and required to attend a reintegration meeting prior to the student returning to mainstream lessons with HOY and DHT Behaviour.

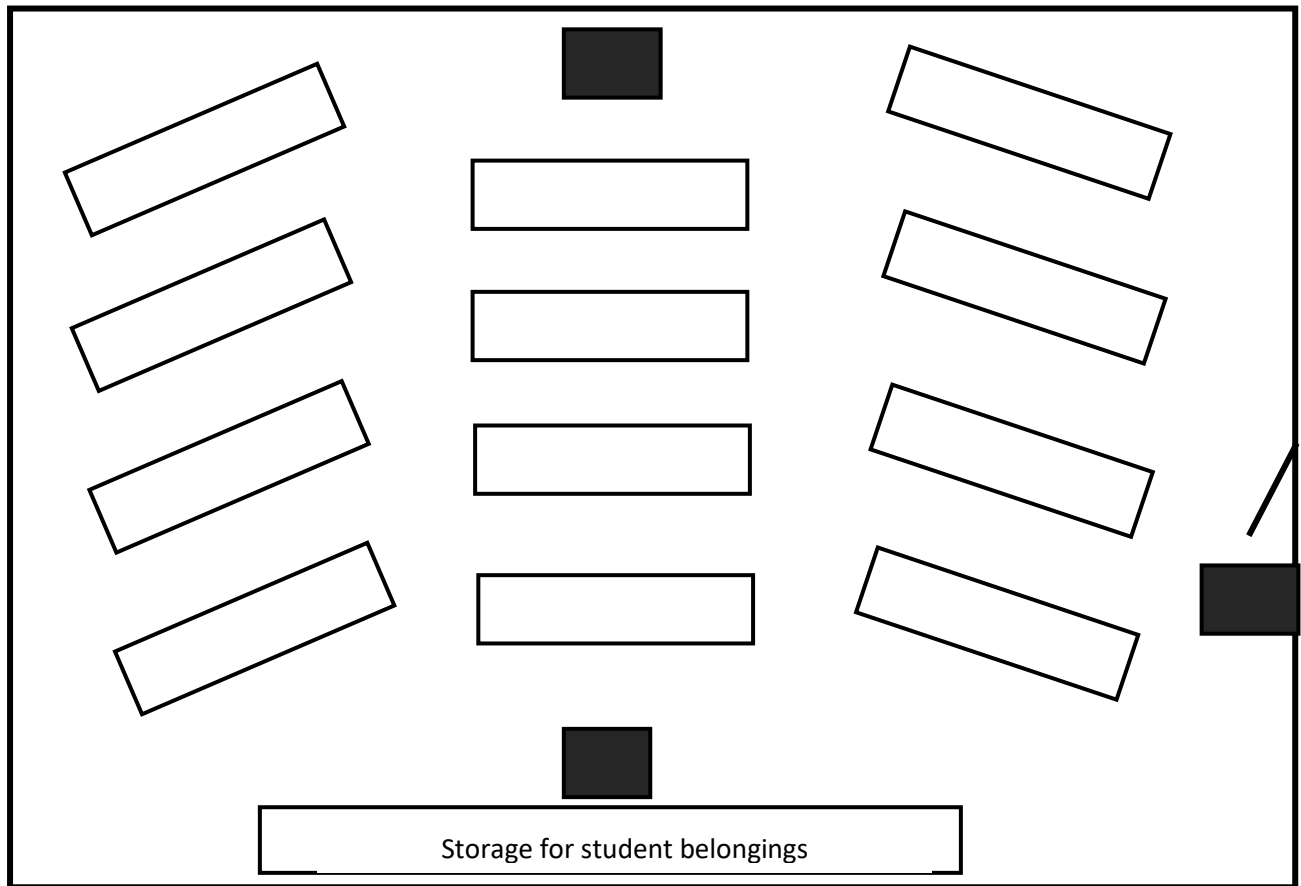
R&R Protocols

- On arrival, the following actions will take place:
 - The pupil registers into R&R with the lead member of staff.
 - The pupil hands over their mobile phone.
 - Students will sit in the seat allocated to them by the lead member of staff;
 - As a calming activity, the pupil reads their reading book. If they do not have a reading book, they will be provided with a reading book by a member of staff in R&R;
 - The pupil completes the Beckfoot Upper Heaton reflection booklet.
 - Parents/carers will be alerted via ClassCharts that their child has been placed in R&R and the reasons why;
- Students will be expected to follow the R&R curriculum to ensure minimal learning time is lost.
- If the quality of a pupil's work does not meet the required standard, their time in the R&R may be increased unless there is an underlying reason.
- Pupils will stay in R&R for breaks and lunch.
- Pupils will access the toilets closest to R&R at scheduled supervised times.
- Pupils will be supervised at all times.
- If a student is in R&R during their lunch time and they would like school lunches will have a pre-ordered grab bag sandwich and drink delivered to the room
- The student will complete a 60 minute detention at the end of the school day.
- A restorative conversation will take place between the referring member of staff and the student either during the time they are in the R&R or during the 60 minute afterschool detention. The referring teacher has the responsibility to initiate this. (See Restorative Conversations)
- During the time the student is in R&R, additional screening and / or interventions may be identified by the staff in R&R and a referral made via the SEND referral form.

Update 10.3.24:

Location: Main Hall

Room Set Up:



R&R Referral routes:

C5

- If a student continues to display behaviour in a faculty 'remove room' against the behaviour policy after a C4 removal to another classroom, call out staff will be called using ClassCharts.
- Students will issued a C5, which will be logged on ClassCharts.
- Students will be escorted to R&R by the allocated member of call out staff.
- The pupil will remain in R&R until the end of the day and complete a 60 minute detention in R&R.

Failure to attend detention

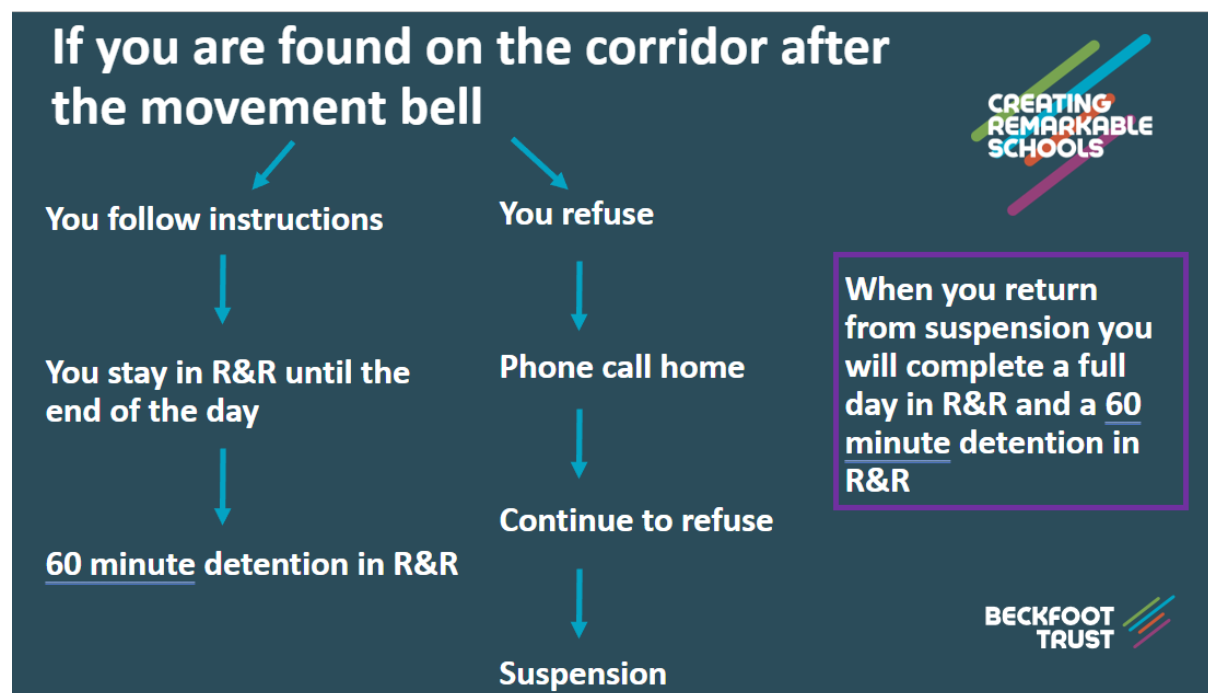
- If a student fails to attend a second attempt C4 detention students will be escorted from morning meeting to R&R.
- The student will remain in the R&R until the end of the day and complete a 60-minute detention in R&R.

Serious breach of the school behaviour policy

- DHT for behaviour and culture can place a student into R&R for an extended period of time.
 - This will be used to prevent a student being suspended or directed to a behaviour placement at an alternative school.
 - Parents will be contacted and required to attend a reintegration meeting prior to the student returning to mainstream lessons with HOY and DHT Behaviour.

Located after the movement bell in an inappropriate location

Examples below:



If you are found in the toilets after the movement bell

You follow instructions

You stay in R&R until the end of the day

60 minute detention in R&R

You refuse

Phone call to home

Continue to refuse

Suspension

CREATING
REMARKABLE
SCHOOLS

When you return from suspension you will complete a full day in R&R and a 60 minute detention in R&R

BECKFOOT
TRUST

If you run away from staff at any time

You change your mind and follow instructions

You stay in R&R until the end of the day

60 minute detention in R&R

You do not stop

Phone call to home

Suspension

CREATING
REMARKABLE
SCHOOLS

When you return from suspension you will complete a full day in R&R and a 60 minute detention in R&R

BECKFOOT
TRUST

R&R Protocols

- On arrival, the following actions will take place:
 - The student registers into R&R with the lead member of staff;
 - The student hands over their mobile phone.
 - The student will place all other belongings at the front of the room;
 - Students will sit in the seat allocated to them by the lead member of staff;

- The student completes the Beckfoot Upper Heaton R&R booklet, which contains an opportunity for students to reflect and curriculum based work.
- Parents/carers will be alerted via ClassCharts that their child has been placed in R&R and the reasons why.
- If the quality of a student's work does not meet the required standard, their time in the R&R may be increased unless there is an underlying reason.
- Students will access the toilets closest to R&R at scheduled supervised times.
- Students will be supervised at all times.
- Students will stay in R&R for breaks and lunch.
- If a student is in R&R during their lunch time and they would like school lunches will have a pre-ordered grab bag sandwich and drink delivered to the room
- All students who enter R&R will complete a 60 minute detention at the end of the school day. **Detentions will be reduced to 30 minutes during Ramadan.**

Appendix 5:

Suspensions

- All suspensions will be made in line with government guidance.
- Schools will have due regard for the implications of the following when making these decisions:
 - DfE – Exclusion from maintained schools, academies and student referral units;
 - DfE – Behaviour and Discipline in Schools.
 - The Disability and Discrimination Act.
 - Equality Act 2010.
 - Keeping Children Safe in Education.
 - Code of Practice for Special Educational Needs.
 - The Children's Act (with particular reference to children in the Care of the Local Authority).
- The decision to suspend will be:
 - Lawful.
 - Rational.
 - Reasonable.
 - Fair.
 - Proportionate.
- The HT will suspend from school only on disciplinary grounds. In their absence, the DHT Behaviour will carry out this function.
- It is unlawful to suspend on non-disciplinary grounds such as:
 - Academic attainment/ability.
 - Actions of a parent/carers.
 - Failure of a student/parent to meet specific conditions, such as, non-attendance at a reintegration meeting following an exclusion.
- A full and detailed investigation will be undertaken prior to a decision to suspend. A record of all written statements, including physical evidence, where appropriate will be retained for disclosure in the event that it is required.

- In deciding whether to suspend, the HT will consider contributing factors resulting in poor behaviour, for example, bereavement, mental health issues, special educational needs or bullying.
- In accordance with the DfE Guidance, where a student is at risk of exclusion, the school will explore early intervention to address the underlying causes of student behaviour.
- A suspension is for a specific period of time. A student may be suspended for one or more fixed periods, up to a maximum of 45 school days in one academic year. A suspension does not have to be for a continuous period.
- The law does not allow for extending a suspension or converting into a permanent exclusion. Where further evidence comes to light, it is possible to issue a further suspension or a permanent exclusion.
- The behaviour of a student outside the school premises can be considered grounds for a suspension.
- Following all period of suspension, a reintegration meeting will be held with parent/carer, the student and an appropriate member of school staff. All meetings will be held before the AM registration mark to ensure that the student is not missing further education.
- The school will notify parents/carers immediately by telephone or face to face, if possible, of the decision to suspension. The decision will be communicated in writing without delay.
- The exclusion letter will note the following:
 - Whether exclusion is fixed or permanent.
 - The duration of the exclusion if it is for a fixed period.
 - Reasons for the exclusion.
 - The right to make representation to the local governing body and how the student may be involved with this.
 - Contact details for making representations to the local governing body and where there is a legal requirement for the local governing body to meet, that parents/carers have a right to attend the meeting, to be represented at the meeting and to bring a friend;
 - Arrangements made by the school for the student's education for first 5 days of the exclusion including setting and marking of work with parents/carers having responsibility for ensuring work sent home is completed by student and returned to school;
 - Where alternative provision is arranged, information about this provision will be included in this letter or in a follow up correspondence but no later than 48 hours before the start of the provision;
 - Dates the excluded student must not be present in a public place during school hours;
 - Sources for free and impartial advice.

Appendix 6:

Permanent Exclusion

‘A decision to exclude a student permanently should only be taken in response to serious or persistent breaches of the school’s Behaviour procedures and protocols; and where allowing the student to remain in school would seriously harm the education or welfare of the students or others in the school’.

(DfE ‘Exclusion from maintained schools, Academies and student referral units in England 2012)

The Headteacher will make the judgement, where it is appropriate to permanently exclude a child for a first or ‘one-off’ offence. These offences might include:

- serious actual or threatened physical assault against another student or a member of staff.
- Sexual harassment, abuse or assault.
- supplying an illegal drug.
- Homophobic or racist bullying over time.
- possession of an illegal drug.
- carrying or threatening another person with an offensive weapon or makeshift dangerous weapon.
- The possession, supplying or discharge of a firework or other explosive material.
- making a serious false allegation against another student or member of staff.
- potentially placing students, staff, and members of the public in significant danger or at risk of significant harm.
- deliberate activation of the fire alarm without good intent.
- repeated or serious misuse of the school computers by hacking or other activities that compromise the integrity of the computer network.
- Posting or sharing seriously damaging images/content about students, staff, or the school on social media.

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. The Headteacher may also permanently exclude a student for:

- persistent disruption or defiance.
- Persistent bullying of any nature.
- any serious misconduct or abuse targeted towards any individuals, or groups of people due to their religion, sexuality, gender, race, ethnicity, political views, background, upbringing.
- Being in possession of, supplying or selling any dangerous and/or banned items.
- Making a false accusation towards staff member.
- Any offence which is not listed but is, in the opinion of the Headteacher, so serious that it will have a detrimental effect on the discipline and well-being of the school community.

If a parent/carer wished to challenge a decision, they may raise this with the Beckfoot Trust. They may also wish to contact Education Bradford who can provide people with advice on what options are available. Other sources of free and impartial advice can be found at: Department for Education’s statutory guidance on exclusions

www.education.gov.uk/aboutdfe/statutory/g00210521/statutory-guidance-regs2012/guidance

Responsibilities regarding exclusions is delegated to an Ad Hoc Committee made up of two Trust Directors and one member of the Local School Committee. This Committee has a duty to consider the reinstatement of an excluded student.

For a fixed-period exclusion of more than 5 school days, the governing board *will* arrange suitable full-time education for the student. This provision will begin no later than the sixth day of the exclusion. Provision does not have to be arranged for students in the final year of compulsory education who do not have any further public examinations to sit. (Secondary schools only).

Considering the reinstatement of a student

The Ad Hoc Committee will consider the reinstatement of an excluded student within 15 school days of receiving the notice of the exclusion if:

- The exclusion is permanent.
- It is a fixed-term exclusion which would bring the student's total number of school days of exclusion to more than 15 in a term.
- It would result in a student missing a public examination.

If requested to do so by parents, the Ad Hoc Committee will consider the reinstatement of an excluded student within 50 school days of receiving notice of the exclusion if the student would be excluded from school for more than 5 school days, but less than 15, in a single term.

Where an exclusion would result in a student missing a public examination, the Ad Hoc Committee will consider the reinstatement of the student before the date of the examination. If this is not practicable, the Committee will consider the exclusion and decide whether to reinstate the student.

The Ad Hoc Committee can either:

- Decline to reinstate the student, or
- Direct the reinstatement of the student immediately, or on a particular date.

In reaching a decision, the Ad Hoc Committee will consider whether the exclusion was lawful, reasonable, and procedurally fair and whether the headteacher followed their legal duties. They will decide whether or not a fact is true 'on the balance of probabilities', which differs from the criminal standard of 'beyond reasonable doubt', as well as any evidence that was presented in relation to the decision to exclude.

Minutes will be taken of the meeting, and a record of evidence considered kept. The outcome will also be recorded on the student's educational record.

The Committee will notify, in writing, the headteacher, parents and the LA of its decision, along with reasons for its decision, without delay.

Where an exclusion is permanent, the Ad Hoc Committee's decision will also include the following:

- The fact that it is permanent.
- Notice of parents' right to ask for the decision to be reviewed by an independent review panel, and:
 - The date by which an application for an independent review must be made.

- The name and address to whom an application for a review should be submitted.
- That any application should set out the grounds on which it is being made and that, where appropriate, reference how the student's SEN are considered to be relevant to the exclusion.
- That, regardless of whether the excluded student has recognised SEN, parents have a right to require the School Trust to appoint an SEN expert to attend the review.
- Details of the role of the SEN expert and that there would be no cost to parents for this appointment.
- That parents must make clear if they wish for an SEN expert to be appointed in any application for a review.
- That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review.
- That if parents believe that the exclusion has occurred as a result of discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. A claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place.

An independent review

If parents apply for an independent review, the Beckfoot Trust will arrange for an independent panel to review the decision of the governing board not to reinstate a permanently excluded student.

Applications for an independent review must be made within 15 school days of notice being given to the parents by the Ad Hoc Committee of its decision to not reinstate a student.

A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the school governor's category and 2 members will come from the headteacher category below:

- A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer.
- School Local School Committee who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or headteachers during this time.
- Headteachers or individuals who have been a headteacher within the last 5 years.

A person may not serve as a member of a review panel if they:

- Are a Director of the Beckfoot Trust, or governing board of the excluding school.
- Are the headteacher of the excluding school or have held this position in the last 5 years.
- Are an employee of the Beckfoot Trust, or the governing board, of the excluding school (unless they are employed as a headteacher at another school)
- Have, or at any time have had, any connection with the Beckfoot Trust, school, Board of Directors, parents or student, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality.
- Have not had the required training within the last 2 years (see appendix 1 for what training must cover)

A clerk will be appointed to the panel.

The independent panel will decide one of the following:

- Uphold the governing board's decision.
- Recommend that the governing board reconsiders reinstatement.
- Quash the governing board's decision and direct that they reconsider reinstatement (only when the decision is judged to be flawed)

The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote.

Appendix 7:

Linked Documents

- Beckfoot Trust Care and Control Policy
- Beckfoot Trust Complaints Procedure
- Beckfoot Trust Behaviour Policy
- Beckfoot Trust Anti Bullying Policy