



# BECKFOOT UPPER HEATON BEHAVIOUR FOR LEARNING PROTOCOLS AND PROCEDURES

from SEP 22

*Protocols and procedures for staff, students, parents, and carers*  
*Behaviour for Learning Protocols and Procedures*

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## 1. School Aims – Excellence, Integrity, Kindness

Excellence, integrity and kindness are the values that we base all our school policies on. If every member of our community aims for excellence in all that they do, approaches their work with integrity and treats each other and themselves with kindness they will achieve great things. This behaviour for learning local protocol, in conjunction with the Beckfoot Trust Behaviour Policy sets out clear expectations for all students in our school and is for students, staff, parents and carers.

Great schools have consistently applied and well communicated expectations and routines that enable students to thrive and enjoy coming to school.

## 2. Learning Ready: Routines for the classroom

### Catching students doing the “right thing”

At Beckfoot Upper Heaton, staff are encouraged to identify students who are ‘doing the right thing’ and praise and reward them at every opportunity. When students go “above and beyond” our expectations regarding behaviour or when they have displayed a particularly excellent approach to school, we reward them through a series of activities. All Year groups have a rewards assembly once a term which rewards positive A2Ls and progress or achievements in subjects. **It is essential that parents have ClassCharts alerts set up so that they can monitor and celebrate their child’s achievements.** This celebration of excellence is pivotal to our behaviour protocol.

### Rewards Policy

Beckfoot Upper Heaton encourages excellent behaviour through a mixture of high expectations, clear policy and an ethos which ensures students are able to learn effectively. Beckfoot Upper Heaton has in place a range of rewards to reinforce and praise excellent behaviour and clear sanctions for those who do not comply with the school’s behaviour protocol.

This Protocol aims to outline the measures by which the school aims to promote excellent behaviour, self-discipline and respect; prevent bullying; ensure that students complete assigned work; and regulate the conduct of students as they progress through school.

The commitment of staff, students and parents is vital to develop a positive whole school ethos.

Beckfoot Upper Heaton regularly celebrates the success of all students in a variety of ways as we recognise that focussing on success and positive outcomes is essential to developing a positive culture and ethos across the school. The many ways we celebrate success are listed below and may be reviewed by students, parents, governors and staff during the academic year.

Staff use class charts to award positive ATL points (attitude to learning) and C1-4 to deliver sanctions



| Reward | Frequency |
|--------|-----------|
| ATL    | Daily     |

|   |  |
|---|--|
| ATL 1s are used by all staff to reward positive |  |
|---|--|

|   |             |
|---|-------------|
| behaviour and given through Class Charts  |             |
| <b>Recognition</b><br>The School Newsletter (BUH Bulletin), and social media are used to highlight students' achievements   | Weekly      |
| <b>Student of the week</b><br>Awarded weekly in all years for the students who has reflected most strongly the core values of the academy.  | Weekly      |
| <b>Things to celebrate</b><br>Successes are celebrated for each year group and presented on the TV screens  | Weekly      |
| <b>Tutor group challenge</b><br>Half-termly award to the best performing tutor group in one of the Trust's key foci – Confident Communicators, Knowledgeable and Expert Learners, Future Ready Learners, Committed Community Contributor. | Half-termly |
| <b>Positive praise postcards</b> Praise postcards are sent home (postal / electronically) by all staff to recognise exceptional effort in lessons   | Half-termly |
| <b>Commendations</b><br>Levels of commendation certificates are awarded for students achieving positive numbers of ATL1 points.   | Half-termly |
| <b>Celebration Assemblies</b>   | Termly      |

|   |          |
|---|----------|
| Individual students are recognised in Year Group termly assemblies for exceptional achievement and certificates are handed out by the PDL.<br><br>Trophy is awarded to the best tutor for attendance improvement overall.             |          |
| <b>Attendance</b><br>Attendance badges are presented on a termly basis to students for 100% attendance respectively over the period. A separate award is given to students who have had 100% attendance over a 1-year period.         | Termly   |
| <b>Subject specific scholar awards</b><br>Awarded termly for outstanding progress or effort in subject areas.   | Termly   |
| <b>Headteacher award</b><br>Bronze, Silver & Gold Award is awarded termly to those students who have 100% for attendance, 100% punctuality, and 100% positive class charts.   | Termly   |
| <b>End of Year enrichment/fun day</b><br>This would include activities such as inflatable assault course/Zorbs/Gladiator Arena/laser tag.<br><br>Only available to pupils who have good attendance and behaviour throughout the year. | Annually |

### Classroom Routines

Consistent routines support our students to be the best that they can be. Strong routines promote inclusion and excellence. 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 persistently late to lessons (regularly missing any of the ready routine) will be issued with an after-school detention.

BUH's Ready Routine includes taking the register in the first **five** minutes of the lesson and a do now settling activity that staff expect students to complete in silence. Students should respectfully answer the register with a "Yes Miss or Yes Sir" and to sit in their allocated seat.

## BUH READY ROUTINE



Respond politely when greeted at the door by your teacher



Go straight to your allocated seat, remove your coat and get your equipment out



Complete the 'Do Now' activity on the board in silence, respond to your name on the register

# START OF LESSON

## BUH READY ROUTINE



Put your equipment in your bag, quietly



Stand behind your chair in silence and wait to be dismissed



Leave calmly and quietly when your teacher says you can leave

# END OF LESSON

*Check your planner for the next lesson*

## **Equipment**

Students must bring equipment for the day to school. This includes the school issued planner and a pencil case with a black or blue pen, a ruler, HB pencil and eraser. Students will also need Maths equipment for Maths lessons and Full PE Kit for PE lessons.

Tutor time or “check in” is every day for the first 15 minutes of the day. This important session helps our students transition into the school day and makes sure they are “ready” to learn. Students who miss any of the ready routine in tutor time because of unauthorised lateness to school will receive an immediate sanction. Tutors play an important role in school as they, wherever possible, stay with their tutees throughout a student’s school career and are a key adult for their group.

Yr 7 Students will be “loaned” equipment in the first instance by tutors but persistent refusal or disorganisation regarding equipment will mean students are sanctioned via ClassCharts and then issued with an after-school detention. Students and parents will then be expected to sort their equipment out over the weekend and come prepared for the following week.

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.

The school bag should be of a size which can transport the school planner/ diary, PE kit, schoolbooks, and folders. Anything other than a school bag of an appropriate size will be challenged and confiscated if not replaced.

## **Behaviour in Lessons**

Students follow instructions from the adult in their classroom and are expected to always conduct themselves with integrity/ appropriately. The ready routine ensures students settle and transition into the classroom well, as such it is critical that students arrive on time and engage with this.

Teaching staff are trained and supported to plan appropriate lessons for all students in their class and at all times incorporate high quality, least intrusive behaviour strategies. This includes positive non-verbal cues; anonymous correction; assuming the best and positive framing. Staff always act with kindness; this means that they are consistent and transparent with praise and sanctions. After the ready routine, if students are not behaving as instructed, and this includes not paying attention, continually talking, not getting equipment out, insufficient work; disrupting their learning of others etc; sanctions will be issued. Students first receive a verbal warning (a C1), indicating that their current behaviour is unacceptable.

Staff will describe the unwanted behaviour and use the words “verbal warning” so that the student clearly understands that they have received a verbal warning and the reasons for it. Staff will never give a “verbal warning” as a blanket sanction to the whole class. Examples of verbal warning could be, “Mustapha you have continued to talk across the classroom and are interrupting the learning of other students. Mustapha you now have a verbal warning”. Staff will then redirect behaviour with teaching and learning reminders. Staff will set high expectations and consistently use praise to those who are working well.

No further action is required if the behaviour improves.

If no improvement in behaviour: Staff will then take the student’s planner. This is known as a C2 and is a nonverbal reminder that the student’s behaviour needs correcting. Staff will at this point be still de-escalating behaviour and using behaviour management strategies available to them. This may mean moving a student; giving them a different task, having a quiet word or asking them to “take a minute”.

Should a student then choose to further escalate their behaviour, C3 will be issued on class charts. Parents should make sure that they have access to class charts and support school by challenging their child when a C3 is issued. 1x C3 = 15-minute detention that day (2x C3s in a day= ½ hr after school detention – that day for lessons before lunch and the next day for sanctions issued after lunch).

Should a student still then escalate their behaviour they will be issued with a C4 on class charts and transferred to another room by the on-call team. An hour detention will be issued for the following day for incidents in periods 4 or 5.

Should a student then still fail to settle, student will be removed to a Senior Leader’s space and issued with a C5, a phone call home made and a detention that day issued for an hour. This is a serious breach of the behaviour policy and is indicative of extremely poor, unsafe and unregulated behaviour. A phone call will be made to parents and parents should make every effort to contact us.

### **BUH Graduated Approach to Behaviour Management**

The below is Beckfoot Upper Heaton’s graduated approach to behaviour management and intervention. We recognise that children do make mistakes and as such there are opportunities for students to regulate and “re-set”.

If students persistently disrupt the learning of others in lessons or cannot regulate in breaks or lunch/ on corridors, then we have a duty of care to intervene and undertake assessments to support that student. In the first instance this will be via form tutors, Heads of Year or Key Stage Leaders, all being key adults that students in their tutor groups, year groups and key stages will identify with and recognise. Should students need extra support the safeguarding team in school also offers a variety of interventions. This may involve working with other professionals and colleagues from other agencies such as Children’s Social Care, the Police or Health. School also has a variety of support mechanisms that mean staff can help students to regulate and improve their behaviour. These will be discussed with parents as appropriate but include reports, access to interventions, (in and out of school) and working with other schools through Central BAC Team.

|                   | Support Mechanism  | Expectations  | Sanctions  |
|-------------------|--|---|--|
| Ready Routine     |  | At the start of the lesson – all students expected to be on time and engage as this helps settle students into the lesson |  |
| Verbal Warning C1 | Behaviour Management Strategy: Positive Framing;   | Unrecorded, a nod to student to focus/ stop their behaviour   |  |
| C2                | Behaviour Management Strategy: Positive Framing  | Planner taken   |  |
| C3                | Behaviour Management Strategy: Positive Framing<br>Form tutors will discuss this in standards sessions | Recorded on class charts – parents expected to discuss with child   | 1xC3 for late to school= ½ hr detention that day<br>1 xC3s (classroom) in a day= ½ hr detention.<br>Late to school and 1xC3= 60-minute detention.<br>Detentions for sanctions issued before lunch will be that day, after lunch the following day. |

|                     |  |  |   |
|---------------------|--|--|---|
| C4                  | Form tutors will discuss this in standards sessions<br><b>Year Leader Reports for persistent C4s 2 weeks class charts</b>  | Recorded on class charts, student moved with work to on call classroom<br>Parent must discuss with child   | On call classroom is decided centrally and is likely to be of another year group/ where the removed student is most able to focus and return to their work. On Call Team will action this/ check planners.<br><br>One-hour detention issued either that day or the following day depending on when acquired.  |
| C5                  |  | Transfer teacher/ staff calls for on call and student is removed by On Call Team to SLT transfer room <b>Parent will be contacted by Year Leader</b> | 90-minute Detention is issued for that day and student is collected from period 5 by SLT.   |
| Persistent C5       | <p>If a student receives 3 or more x C5's/ transfers in a half term parents will be called by <b>Key Stage Leader</b> and student placed on a warning that the next C5 (#4) will be ½ day FTE/ recorded on permanent record.</p> <p><b>Meetings are always at 830 am.</b> The school recognises that this may be an issue for parents regarding childcare and work, but we expect parents to prioritise their child's poor behaviour and work with us to make sure we can change things for the student. Early meetings mean no further school time is disrupted and students can return to period 2.</p> <p><b>Student placed on Key Stage Leader report class charts.</b></p> <p><i>If a student is placed in intervention or issued with a suspension, they automatically fail a report. If a student is absent, their report will be 'on hold' until they return. Students and parents / carers cannot 'opt-out' of the systems within these procedures and protocols. The above reporting system focuses on classroom conduct as well as conduct in and around the school grounds and travelling to and from school. If a student on report is involved in a serious incident, the report will be failed immediately.</i></p> |  | <p>Next C5 is ½ day FTE. <b>Agreed by HTI</b> C5 happens again 1 full day FTE and parent meeting/ contract <b>with 830 am readmittance with Key Stage Leader.</b></p> <p>Expectations that parents will sanction at home and support the school.</p> <p>4xC4= .5 FTE<br/>5xC5= 1-day Suspension<br/>6xC5= 2-day Suspension<br/>7xC5= 3-day Suspension<br/>8x C5= 4-day Suspension<br/>9xC5=5-day Suspension</p> <p><b>Once a student is at FTE / C5s they need to demonstrate 3 full weeks of compliance to begin again with normal sanctions</b></p> <p><i>It is of note that should a student reach this stage they will have accrued at least 12 days of suspension and be at risk of hitting the 15 days suspension in a term (at 15 days parents would then have to meet with the PDC / Pupil and Disciplinary Committee at Beckfoot Trust as their child would be at serious risk of permanent exclusion.</i></p> |
| Behaviour Placement | Students who have accrued several Suspensions or who   | Held if a student refuses or is ill  | Up to 10 days at another school in their reflection room/ isolation unit, student   |



|                       |  |  |  |
|-----------------------|--|--|--|
|                       | have been involved in a serious incident outside of the graduated policy Placements will be expected to attend the reflection room of one of our partner schools for this period every day. <b>DHT oversight</b> |  | then returns possibly with short term intervention through VLC (if appropriate) and back into mainstream.  |
| Timetable Amendments  | Designed to support students whose behaviour is not consistent with mainstream education and who will benefit from a bespoke pathway. <b>DHT with SEND team</b>  |  | Monitored and regularly reviewed.  |
| VLC/ Wave 4 Provision | A fixed term intervention that supports students and ensures that they do not continue to accrue Suspensions.<br><b>DHT with SEND team</b>   |  | FULL ASSESSMENT TAKES PLACE AND INTERVENTION DEPLOYED (FULL DETAILS AS APPROPRIATE) with the view that there will be a return to mainstream school, 7,14, 21week placements. |
| Managed Move          | Student has exhausted all options at BUH and a fresh start will be sought in another school. <b>DHT with SEND team and Safeguarding Team</b>   |  | Student will not be allowed to return to BUH   |
| Permanent Exclusion   | In 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. <b>HT</b>  |  |  |

### 3. Safe in School

#### **Behaviour around School**

The graduated approach is also used for “C4 other”. When students are regularly receiving C4 sanctions outside of lessons for unsafe or unacceptable behaviour (as below).

More serious behaviours and incidents that fall outside of the usual sanctions procedure are always investigated and this may require students being held in detention or transfer rooms while an investigation is conducted. These are defined as (although not exhaustive) below. School also has the power if appropriate to investigate and sanction non-criminal based behaviour and bullying which occurs off the premises and which is witnessed by a staff member or reported to the school.







| WHO?  | Teacher<br>Tutor<br>YL/KSL<br>SLT | Teacher<br>Tutor<br>YL/KSL<br>SLT | Teacher<br>Tutor<br>YL/KSL<br>SLT | Teacher<br>Tutor<br>YL/KSL<br>SLT | YL/KSL/<br>SLT           | HT                                  | SLT                               | SLT                      | HT |
|---|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|--------------------------|-------------------------------------|-----------------------------------|--------------------------|----|
| WHAT?   | Verbal<br>Warn                    | Planner                           | C3 will be<br>issued for          | C4 will be<br>issued for          | C5 will be<br>issued for | Suspension<br>will be<br>issued for | Behaviour<br>Placement<br>will be | MM will be<br>sought for | PX |
| Bringing fireworks<br>or other prohibited<br>items into school/<br>selling said items |                                   |                                   |                                   |                                   |                          |                                     |                                   |                          |    |
| Bringing the<br>school's good<br>name into<br>question                                |                                   |                                   |                                   |                                   |                          |                                     |                                   |                          |    |

### Detentions/ Sanctions additional information

The January 2016 DfE guidance for 'Behaviour and Discipline in Schools *Advice for Headteachers and School Staff*' states the following:

- *Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).*
- *The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as teaching assistants.*
- *Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.*
- *Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.*
- *Teachers have a power to impose detention outside school hours.*
- *Teachers can confiscate pupils' property.*

Sanctions are automated in accordance with the procedures and protocols. In an emergency, parents and carers can request to change a date of a sanction, at the discretion of the Headteacher. However, **students cannot opt out of sanctions. If a student is absent on the day/s of their sanction, it will be held until their return. Parents or carers who remove their child from school to avoid them completing their sanction, should be aware that the child will still have to complete the sanction upon their return. This is not open for discussion or debate.**

It is important for parents and carers to understand that as a school, we do not require permission from parents or carers to issue sanctions. This is both during AND after school hours.

The school has 4 types of detentions, and these are scaled based on; the seriousness of the incident, necessity to increase a sanction due to failure to attend the students' previous sanction, or disruption or defiance during a sanction: Students are expected to uphold the highest of standards whilst in detention or in transfer or in other school isolation rooms. Students should be silent and focused.

- A C3 detention— C3 late to school or a C3 classroom misdemeanour is a 30-minute detention. If a student is late to school and acquires a further C3 they will serve a 60-minute detention for the late to school and the classroom issue.
- A C4 detention is an immediate one-hour detention for that day (1-3 issued) or the following (4, lunch or 5 issued).
- A C5 detention is a 1.5-hour (90 minute) detention that day issued for a removal to SLT in a lesson or serious incidents or for failing a C4 detention previously.
- An extraordinary Headteacher detention is issued by Senior Leadership and is issued if a student fails a 90-minute detention, walks off from detentions or for serious one-off issues. These will vary in their delivery and could take the form of parents being asked to collect their child from detention, parents being asked to accompany their child to detention or students being expected to make reparation for their behaviour in the form of a litter pick, community work or restorative practice.

Parents are expected to have access to class charts and be monitoring their children's behaviour, working in partnership with school. Parents who fail to collect their child, once a sanction has escalated to "pick up" will be expected to attend a meeting with the safeguarding team to see how school can best support effective discipline / partnership working.

### **Attendance and Punctuality**

Excellent punctuality is a critical skill for life, and we expect our students to come to school on time and get to their lessons promptly.

Parents should make sure that their child is ready for the school day by supporting them to pack their bag and check equipment the night before (check against timetable in planner); ensuring they get a good night's sleep and strongly promoting the eating of breakfast and hydrating well before coming to school. Students who are organised and well rested/hydrated are "ready" for school and will invariably start their day better.

### **Morning Routine**

All students must be on school site by 8.15 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 8.15 students will hear the "line up signal/whistle". This is their signal to move into FORM group lines / line up areas so that they are ready to progress in an orderly manner into school. Students must make their way quickly and directly to form time/ check in. Students who loiter can expect a late mark/ C3.

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 late are closed promptly at 8.20. After 8.20 students must enter the building through the front gates and will be issued with a late mark.

Students with a late mark will receive a C3. This is their first and only warning. After this, students who are late again, either in the morning or to lessons will receive an afterschool half hour detention.

**Parents and carers should be aware that a late mark will be recorded, and a 30-minute detention issued for that day, 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 sanctions are not acting as a deterrent will be escalated to the Trust and Local Authority Attendance Intervention Plan. Parents who do not get their children to school on time after a period of intervention will be prosecuted.**

### **Breaktime and Lunchtime Routine**

BUH operates a year group sitting system. A whistle is blown to indicate when students can come into the canteen. Students must queue up outside in a calm, orderly fashion. Staff are in high visibility coats at all times and are there to support and supervise students in social times. Their instructions must be followed by students always. Staff reserve the right to remove students from the queue if they are pushing; ignoring instructions; shouting or being unsafe.

Food purchased in the canteen must be consumed in the canteen or in the outdoor seating area. Students must sit in a seat of their choice to eat lunch in a respectful manner. Students must always sit on a chair at a table whilst consuming food. As soon as a student has finished their lunch, they must vacate the canteen. It is essential that students respect the environment and staff in the canteen – they must clear up after themselves and be kind, respectful and polite to canteen staff and fellow students. Students who are unable to adhere to these expectations will be sanctioned in the first instance. Persistent offenders will be banned from using the canteen for a period of time and will be expected to bring a packed lunch.

Students line up at the end of break and lunch times. A whistle is blown shortly before the lesson bell, and this is the signal to line up and ready themselves for the next lesson/ transition from break back to learning. Students are then sent back into school in an orderly fashion.

### **Movement Around School**

Students should walk on the left and take the fastest route to their destination possible accessing stairs sensibly and always walking never running. No students should be out of classrooms when lessons are on. Students will always be challenged about this. Toilet visits, unless in an absolute emergency must happen outside of lesson times.

### **No Contact**

All students and staff have the right to come to school and feel comfortable in the building. As such there needs to be consistency amongst staff and students regarding contact with one another. Students should not be making contact with other students and will be reminded as appropriate and sanctioned if it continues. Shaking hands, fist bumps and other familial behaviours are not acceptable between staff and students either as school is promoting a culture of consistency and equality. There may be times when the Pastoral Team or SLT is required to use contact to guide students to a place of safety, but these are the exception rather than the norm.

### **Excellent Student 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 (no flesh should be visible) – they should not be elasticated or have logos or patterns on them.
- Plain black skirt worn at a reasonable length with black tights.
- a school tie (either clip on or 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 blue or black socks that fully cover the ankle.
- A coat that is suitable for school and inclement or cold weather.
- BUH PE Kit for PE lessons (BUH branded PE polo top and black joggers, trainers)

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. All staff will challenge uniform issues consistently.

If students do not have an item of the school uniform, they must see their Year Leader before entering school in the playground where they will be taken to the uniform loan shop. Failure to inform their Pastoral team or refusal to wear a replacement uniform will result in the student being issued with a detention.

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 Year Leader as soon as possible. Parents or carers will be contacted to arrange payment for the lost item.

Students who persistently present themselves in an unfavourable manner towards staff when challenged about uniform, will receive a sanction depending on the severity of the issue.

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 Year Leaders.

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 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, Hairstyles; Headwear, Coats and Other Uniform Considerations**

Students may wear one small set of studs or one single stud in their ear lobe. Nose studs are also allowed but they must be small and discrete studs rather than rings as these are unsafe. Please note, all jewellery should be removed during P.E. lessons and other practical subjects. No other form of piercing is acceptable.

Students may wear a watch which will not disrupt learning or distract people. Smart watches e.g., the Apple watch, are not allowed in school and will be confiscated if seen or heard.



Haircuts and hair styles should be appropriate for school and not a distraction to learning. Make up should be kept natural and again appropriate for a learning environment. Acrylic extensions, false eyelashes; and other fashion accessories should not be worn.

Students must wear a coat to school in inclement or cold weather as it is the expectation that over the course of the day, they will spend time outside. Coats must be removed on entry to school and only worn when going outside at break or lunch time. They must be removed again and when coming in from break or lunch to lesson. Coats must never be worn in school or classrooms and will be confiscated until the end of the day if this happens.

Religious headwear can be worn in plain and simple colours, again, respectful and suitable for a learning environment.

Students that persistently attempt to defy rules around uniform will be issued with a detention and persistent defiance will incur escalated sanctions, including parental meetings and suspension.

Students should not bring any dangerous, or unnecessary items into school which may affect theirs, or others health, safety, or ability to concentrate. These include hot drinks, fizzy/sugary sweets or drinks, lollies, energy drinks or high caffeine products. Glass bottles and metal cans containing any drinks are a potential risk to students and are therefore prohibited. All of these will be confiscated if seen and disposed of accordingly.

### **Mobile Phones and Headphones**

Students are not allowed to have a mobile phone or headphones anywhere on the school site, this includes leaving the school site at the end of the day. If one is seen or heard, it will be confiscated, and students may retrieve their phones at 2:35pm on the same day. Repeat offenders will have to get a parent or carer to come in and retrieve their phone, at which time an agreement will be made between parents and school. If parents need to contact their child at any time during the day or vice versa, contact can be made via the School Office or PDLs.

### **Breakfast Club and End of the Day Activities**

Breakfast is available to be purchased from 8.00am. This is in the canteen and as such the main school buildings should not be entered until 8:15am.

All students must leave the school building quickly and calmly at 2:35pm unless they are participating in after-school sessions with a member of staff. Usually, these activities will be finished by 4pm when all students should leave the site.

Any students who are not under the supervision of staff, and/or not attending an organised event, should not be on site and will face possible sanctions or even legal prosecution in extreme circumstances.

### **Travelling to and from School**

The school upholds high expectations for all students, whether they are inside the school grounds or travelling to and from school. Any behaviours that bring the school's reputation into disrepute will result in appropriate school sanctions being applied. This includes all forms of anti-social behaviour.

### **First Aid and Fit for School**

School has many suitably trained First Aiders who will support children should accidents occur, or they become poorly over the course of the day.

To ensure that this resource is deployed appropriately school asks that parents ensure that their child is fit for school on a daily basis. (Equipped, in uniform and well rested/hydrated/has eaten breakfast (has suitable clothing for inclement weather/ sunscreen/outdoor hats for warm weather)). Students must speak with their Year Leader or class teacher if they feel poorly over the day and must not self-refer to the medical room. This is to ensure safeguarding procedures are followed. School will always take the lead from parents in deciding whether a child is well enough to be in school and will always use professional judgement regarding whether parents should be called to collect their child due to illness.

### **Possession, Sale or Supply of Prohibited Items**

Prohibited items cover a broad range of items. Some can be as simple as an everyday item such as scissors, a piece of wood, medicines, but are not necessary to have on their possession and can put other students and staff in danger with their misuse. Other items are more clearly prohibited such as knives, class A and B drugs, and alcohol.

The list below, is inclusive, but not exhaustive of all prohibited items:

- *Knives*
- *scalpel*
- *pencil sharpener blades*
- *scissors*
- *sword*
- *axe*
- *tools i.e., hammer, screwdriver, chisel etc*
- *stones*
- *sticks*
- *bats*
- *firearm (gun), or imitation firearm*
- *BB gun*
- *Ammunition, or imitation ammunition*
- *slingshot*
- *corkscrew*
- *bottle opener*
- *knuckledusters*
- *biker gloves*
- *compass*
- *acid*
- *lighters and matches*
- *batons*
- *drugs (including everyday medicines that are not required)*
- *alcohol*
- *cigarettes*
- *vapes*
- *fireworks*
- *explosives*
- *any item that 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*

## **4. The Role of Parents / Carers**

At Beckfoot Upper Heaton, we foster close partnerships with parents and expect all our parents to play an active role in their child's education. The use of class charts is an excellent way of ensuring your child's application to their studies. Behaviour codes, detentions, notes, and homework are all recorded. Sanctions issued in periods 1-3/ the morning will incur a 15 minute or half hour detention that day, so parents must ensure that they or a relative has access to class charts and can plan accordingly if their child is detained.

Attendance at all Parents Evenings, Open Evenings, Options Evenings, and other opportunities to attend school-based evenings are important and expected if we are to ensure your child's potential is maximised.

Ensuring your child is ready to learn each day is vital. This includes being correctly dressed and having the correct equipment, being well-rested and fed. Our safeguarding Team are highly experienced, supportive and at all times focused on what is best for the children in our care. We will be in touch if we need to, and parents should feel able to seek support from school if circumstances demand it.

Excellent attendance and punctuality are essential and will allow your child to reach their potential. The school target for attendance is 96%.

### **A Final Note**

The procedures and protocols in this policy and accompanying appendices are designed to support students making the right decisions, and where necessary, applying sanctions consistently and fairly. The school has rigorous systems in place to depersonalise sanctions so that responses are almost always automated, based on the procedures and protocols, and not reliant on staff making the decisions independently.

Behind every successful student is a supportive and collaborative network from home and school. All schools rely on parents and carers working with the school to ensure students are praised and rewarded for doing the right thing and are equally challenged when they make the wrong choices. A breakdown in home-school relations, or inconsistent messages from school and home, usually results in a negative outcome for the child, short and long-term.

We want to work with all parents and carers in supporting their child in understanding these procedures and protocols and helping them to make the right decisions to comply.

These procedures and protocols are designed to remove barriers to every child's education and provide a safe and secure school community. Students will be supported at every step of the way and at key points in their school life to "get things right" and learn behaviours and routines that will support their education and instil great habits for life. Our key values of excellence, integrity and kindness will be a cornerstone of school life.

We look forward in working together with you in creating a remarkable learning environment for all our students, and preparing them to be successful, resilient, and well-rounded young adults.

## 5. Links and Appendices

### **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 procedures and protocols; 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, 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 prohibited 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](http://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 pupil.

For a fixed-period exclusion of more than 5 school days, the governing board *will* arrange suitable full-time education for the pupil. This provision will begin no later than the sixth day of the exclusion. Provision does not have to be arranged for pupils 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 pupil

The Ad Hoc Committee will consider the reinstatement of an excluded pupil 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 pupil's total number of school days of exclusion to more than 15 in a term.
- It would result in a pupil missing a public examination.

If requested to do so by parents, the Ad Hoc Committee will consider the reinstatement of an excluded pupil within 50 school days of receiving notice of the exclusion if the pupil 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 pupil missing a public examination, the Ad Hoc Committee will consider the reinstatement of the pupil before the date of the examination. If this is not practicable, the Committee will consider the exclusion and decide whether to reinstate the pupil.

The Ad Hoc Committee can either:

- Decline to reinstate the pupil, or
- Direct the reinstatement of the pupil 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 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 pupil'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 pupil's SEN are considered to be relevant to the exclusion.
  - That, regardless of whether the excluded pupil has recognised SEN, parents have a right to require the Academy 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 pupil.

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 pupil.

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 governors 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 pupil, 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.

## **Safeguarding & Child Protection**

All Beckfoot Upper Heaton staff are safeguarding trained in line with Keeping Children Safe in Education and know that safeguarding is the responsibility of all staff.

**Deputy Headteacher Mrs Morgan-Davis is our safeguarding lead. She is supported by Miss Sait, Miss Smith, Mrs Howard and our school nursing team, PCSO Tony Hooson, Key Stage and Year Leaders.**

All staff members receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff members receive safeguarding and child protection updates to provide them with relevant skills and knowledge to safeguard children effectively.

All staff are aware of the designated safeguarding lead and the safeguarding team. Staff know how to report any cause for concern and are aware of the process for making referrals to children's social care if members of the safeguarding team are not available.

All staff should know what to do if a child tells them he/she is being abused or neglected. Staff know to pass on any disclosures to the designated safeguarding lead or children's social care if not available. Staff will never promise a child that they will not tell anyone about an allegation.

Students follow a comprehensive program of tutor activities and assemblies designed to help keep them safe and to let them know where to go for help when needed.

Students know to speak to any member of staff if they have any concerns or problems about themselves or others. Further information about support from external agencies, such as Childline, is printed in planners.

### **Peer-on-Peer Abuse**

The school takes all allegations of peer-on-peer abuse very seriously.

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

- physical and sexual abuse
- sexism, misogyny or discrimination based on sex/gender
- sexual harassment and violence
- emotional harm
- on and offline bullying
- teenage relationship abuse
- up skirting, which typically involves taking a picture under a person's clothing without them knowing, to obtain sexual gratification, or to cause the victim humiliation, distress or alarm.
- Sexting (youth-produced sexual imagery) and receiving unsolicited explicit materials.

It can include grooming children for sexual and criminal exploitation.

All staff are clear about what the school's procedures and protocols are and are aware that safeguarding issues can manifest in peer-on-peer abuse. Staff know that SEN and LGBT / Trans students are more at risk from abuse by their peers.

Peer-on-peer abuse that involves sexual assault and violence is likely to result in a multi-agency response. As well as supporting and protecting the victim, professionals need to consider whether



the perpetrator could be a victim of abuse too. Professionals understand that children who develop harmful sexual behaviour have often experienced abuse and neglect themselves.

A typical response could involve some, or all of the agencies below:

- Children's Social Care.
- Police.
- Specialist services that support children who demonstrate harmful sexual behaviour.
- Family.
- Other professionals who know or have had contact with the child.

The DfE guidance asks schools and colleges to consider how best to keep the victim and perpetrator a reasonable distance apart while they are on the same premises, as well as on transport to and from school or college, where necessary and appropriate. Due to this, the school reserves the right to isolate a perpetrator from his peers or educate the child off-site. The school will continue to consistently apply the behaviour procedures and protocols to any student found guilty of peer-on peer abuse.

Further details can be found in the document [Keeping Children Safe in Education 2018](#). Or at [www.gov.uk/government/publications/keeping-children-safe-in-education--2](http://www.gov.uk/government/publications/keeping-children-safe-in-education--2)

## **Bullying**

### **What is Bullying?**

Bullying is negative behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally. A one-off unpleasant comment, or action can be very hurtful, but it is not bullying. Bullying is an action, or actions repeated over time.

Bullying can be:

- Emotional: being unfriendly, excluding, tormenting (e.g., hiding books, threatening gestures).
- Physical: pushing, kicking, hitting, punching or any use of violence.
- Racist: racial taunts, graffiti, gestures.
- Sexist: discrimination, comments, anger or abuse directed towards someone because of their sex or gender
- Sexual: unwanted physical contact or sexually abusive comments.
- Homophobic/Transphobic: because of or focusing on the issue of sexuality.
- Verbal: name calling, sarcasm, spreading rumours, teasing.
- Cyber: All areas of internet, such as email and internet chat room misuse. Mobile phone threats by text messaging & calls. Misuse of associated technology, i.e., camera and video facilities.

### **Cyber Bullying**

This is any form of bullying which takes place online or through smartphones and tablets. Social networking sites, messaging apps, gaming sites and chat rooms such as Facebook, Xbox Live, Instagram, YouTube, Snapchat, and other chat rooms can be great fun. Unfortunately, online bullying can happen 24 hours a day, 7 days a week, so it can be particularly distressing. The misuse of social

media resulting in (cyber) bullying is taken very seriously by Beckfoot Upper Heaton. Where necessary, the school will involve their Safer Schools Police Officer in all serious cases.

### **Signs and Symptoms of Bullying**

A young person may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a student:

- is suddenly very reluctant to use their normal method of travelling to school
- is very reluctant to go to school
- begins to truant
- starts to lack confidence
- becomes withdrawn
- attempts, or threatens suicide
- cries themselves to sleep at night or has nightmares
- frequently feels ill in the morning
- school grades decline
- arrives home with damaged uniform
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry (money / lunch has been stolen)
- becomes aggressive, disruptive, or unreasonable
- has become unpleasant to other children or siblings
- stops eating or has sudden weight loss
- is very reluctant to discuss feelings
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber-message is received

These signs and symptoms may be indicative of bullying but could also simply be a result of other less concerning factors. However, any concerns should be raised ASAP and investigated to ensure the wellbeing of all students and their families.

### **What Students Should Do If They Suspect Bullying**

- Inform the nearest member of staff
- Inform the Pastoral team
- Talk to a family member and **ask them to contact school**
  
- Once a member of staff has been informed of a concern, they will inform a relevant member of the Pastoral or Safeguarding team.
- They will investigate this as a priority and will aim to do this as sensitively as possible.
- A fair and accurate conclusion will be drawn ASAP from the investigation with actions being made in accordance with our sanctions protocols.
- Parents will be informed at the earliest convenience of any conclusion. If investigations are ongoing, parents should be informed by the end of the first day.
- Where deemed necessary, our Safer School's Police Officer will also be informed.
- Support will be given to the victim throughout.
- Once relevant sanctions are finalised, support and guidance will also be provided to the 'bully' and their family.

- The situation will then be monitored in the future and follow up meetings will occur.

### **Who gets bullied?**

Anyone can be bullied. It is not their fault. Some people are particularly vulnerable at certain times - for example students new to school or those with special needs. Some people are targeted because of their appearance, gender, ethnic group, religion, sexual orientation, health, or ability. There is never an excuse for bullying behaviour. There is nothing wrong with being different.

### **Raising Awareness of Bullying at Beckfoot Upper Heaton**

The school will use every opportunity to discuss and to raise awareness on issues of bullying.

These will include:

- Tutorials
- Assemblies
- School Council
- Staff Meetings
- Parents'/Open Evenings
- Local School's Committee meetings
- Support & Challenge meetings
- Beckfoot Trust Climate for Learning meetings

Pupils and parents will need to know that:

- They can talk confidentially to any member of staff
- All incidents of bullying will be taken seriously and acted upon sensitively
- The victim will be given full support and the parents kept fully informed
- Action will be taken towards the perpetrator (to include counselling) and parents kept fully informed
- All pupils and staff have a responsibility to prevent bullying, there are no innocent bystanders.

School will:

- Create a caring, controlled, and safe environment.
- Treat all information seriously, nothing is trivial as it may be central to that person's life.
- Report all incidents to the appropriate Safeguarding or Pastoral member of staff in order that an up-to-date file may be kept.
- Treat incidents sensitively to ensure that the victim does not feel either threatened or inadequate. The same consideration should also be shown towards the perpetrators.

Be watchful for signs of anxiety, changed behaviour, and take appropriate action.

### **Complaint procedures**

On rare occasions, parents / carers will disagree with the action taken against their child. If this occurs, we encourage parents to contact the school and allow us to resolve the matter amicably. However, there may be occasions where an agreement cannot be made. If this occurs, please refer to the 'Trust complaints procedure' section on the school website.

### **Provision of Education for Students Excluded for a Period Exceeding 5 days**

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

### **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:

- 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.
- The Academy'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 accordance with the procedures and protocols. 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 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.

### **CCTV**

The school may use CCTV for the purpose of maintaining discipline and managing behaviour and safety. A separate policy exists which covers the use of CCTV. Due to GDPR regulations, the school is unable to share any CCTV or still images of incidents that occur within the school grounds. 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. As a rule, 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. We take all reasonable steps to inform parents of this, if we feel that we may need to use team teach strategies but there may be occasions where trained staff deploy physical restraint/ team teach strategies to support the safety of themselves or other members of our school community.

For the purpose of this guidance, 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 pupil poses a danger to themselves or to others, or they are damaging property on or off site
- 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 pupil by the arm to remove them from the room
- Blocking a pupil’s path
- Standing between pupils to prevent movement
- Physically holding a pupil to prevent a fight
- Holding a pupil on the floor – a pupil must only be held on the floor in extreme circumstances

Physical restraint may be used:

- When there is good reason to believe a pupil is putting themselves or others in a position of danger.
- To prevent a pupil from leaving the classroom, or school building if there is a risk of danger if they do so.
- To prevent an attack on a member of staff or another pupil.
- To stop a fight between pupils.

There may be cause to use physical restraint on any pupil, of any gender or age.

## **Safer Schools Partnership Officer and BUH PCSO**

A Safer Schools Partnership (Police) Officer (SSPO) is employed to work at the school and BUH also has a full time PCSO on staff. A Safer Schools Partnership is a formal agreement between the school and police to work together to keep young people safe, reduce crime, fear of crime, and improve behaviour in the academies and their communities. PCSO Hooson supports this work on a daily basis in our school.

The police officer and PCSO work 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 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 pupil 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.

## **Links**

**Beckfoot Trust Care and Control Policy**

**Beckfoot Trust Complaints Procedure**

**Beckfoot Trust Behaviour Policy**

**Beckfoot Trust Anti Bullying policy**

**Beckfoot Upper Heaton Rules of the School (in planners and on website)**