

## Positive Behaviour Policy

|                              |                   |                           |
|------------------------------|-------------------|---------------------------|
| Policy Amended by:           | H.Briggs          | June 2024                 |
| Consultation by:             | SLT               | June 2024                 |
| Reviewed and Recommended by: | Welfare Committee | 2 <sup>nd</sup> July 2024 |
| Approved by:                 | Governing Body    | 2 <sup>nd</sup> July 2024 |
| To be Reviewed               | Annually          | July 2025                 |

**National guidance:**

policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [School suspensions and permanent exclusions](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice.](#)

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## **Section 1: Rationale**

### **1.1 Statement of Intent**

All students at The Henry Beaufort School have a right to achieve and feel safe, without the behaviour of other students becoming a barrier to their learning. By promoting positive behaviour across the school, students and staff will contribute to the school with pride, happiness and ambition. At The Henry Beaufort School there are no limitations to success. Staff will model the behaviour we expect from students and use rewards to guide positive student behaviour.

### **1.2 Aims:**

The school recognises that praise for positive behaviour and sanctions for poor behaviour must be consistently and fairly applied throughout the school, by both teaching staff and support staff. The simplification of the reward and sanction processes outlined in this policy aims to make the application of all rewards and sanctions clear with respect to *when* they are given and *who* is responsible for giving them; this will ensure consistent use of rewards and sanctions across the school.

The rewards procedures recognise the behaviour of the vast majority of students at the school – students who work to the best of their ability to meet their target grades. It will not be a minority of students who are rewarded for their academic achievement, but the vast majority for their effort.

### **1.3 Expectations**

The role of the Government is to give schools the powers they need to provide a safe and structured environment in which teachers can teach and children can learn.

The Government expects:

- All students to show respect and courtesy towards teachers and other staff and towards each other;
- Parents to encourage their children to show that respect and support the school's authority to discipline its students;
- Headteachers to help to create that culture of respect by supporting their staff's authority to discipline students and ensuring that this happens consistently across the school;
- Governing bodies and Headteachers to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the student and at the same time supports the person who is the subject of the allegation; and
- That every teacher will be good at managing and improving children's behaviour.

### **The Henry Beaufort School Five Golden Rules**

The following principles of behaviour are displayed in the student handbook and in every classroom. Every student during every lesson is expected to meet these standards of good behaviour. Following all of these rules in a single lesson will result in a positive behaviour stamp in the student's handbook. These five rules will apply in all areas of the school during the whole school day.

1. We take responsibility for our behaviour in all areas of the school
2. We arrive on time and in correct uniform
3. We bring appropriate equipment to every lesson
4. We listen and respond with respect to staff and each other, following all instructions
5. We work to the best of our ability to meet our target grades [this includes home learning].

**1**

WE TAKE RESPONSIBILITY FOR OUR BEHAVIOUR IN ALL  
AREAS OF THE SCHOOL.

**2**

WE ARRIVE ON TIME, LINE UP AND ENTER THE ROOM  
CALMLY.

**3**

WE BRING APPROPRIATE EQUIPMENT TO EVERY LESSON  
AND WEAR OUR UNIFORM CORRECTLY.

**4**

WE LISTEN AND RESPOND TO STAFF AND EACH OTHER,  
WITH RESPECT.

**5**

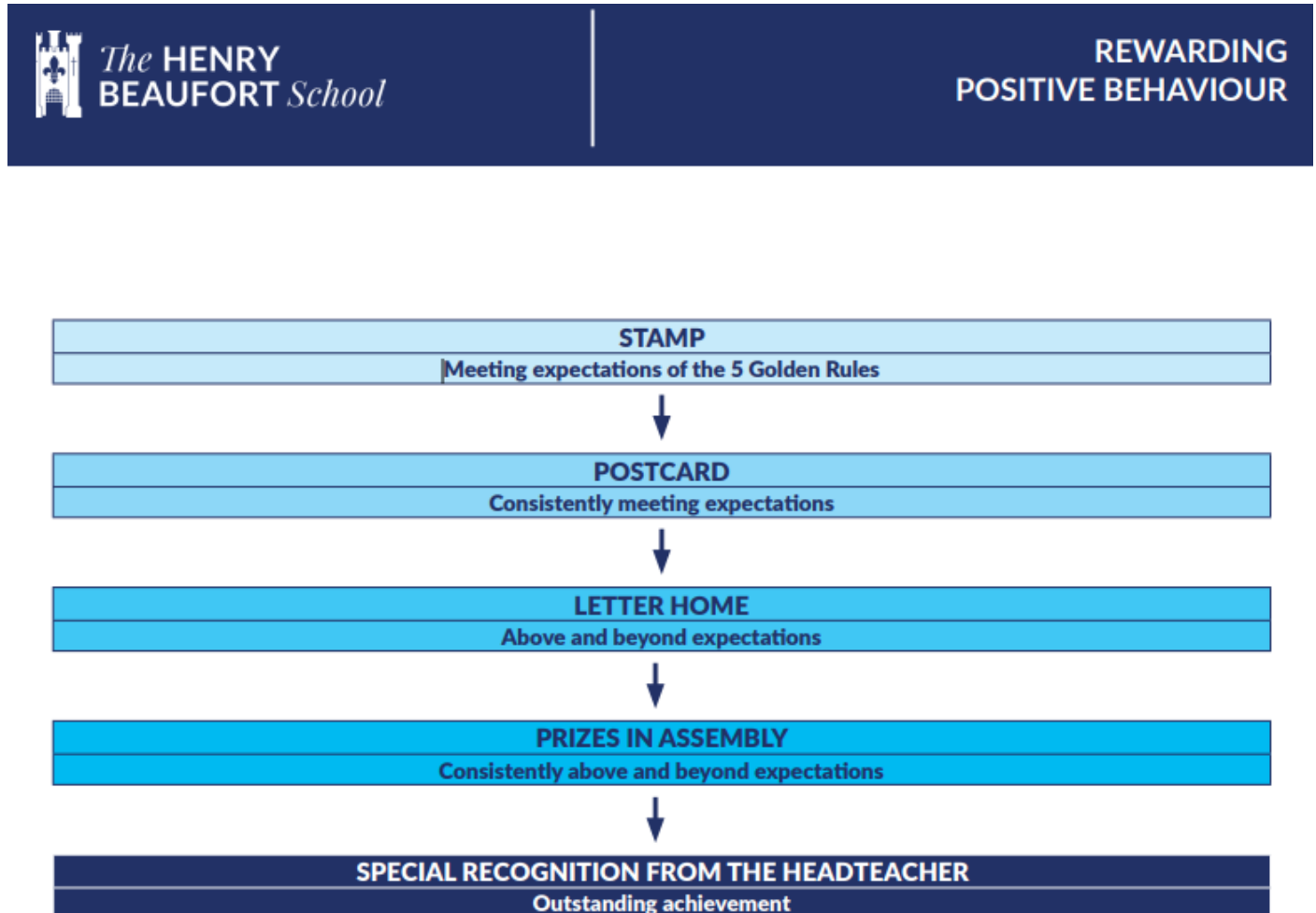
WE DRIVE OUR OWN LEARNING AND, AT ALL TIMES,  
ENGAGE AS ACTIVE PARTICIPANTS IN OUR OWN  
EDUCATION BOTH IN AND OUT OF SCHOOL.

*Pride Happiness Ambition*

## Section 2: Positive Behaviour

### 2.1 Rewarding positive behaviour

The following details the different rewards to which the school will adhere.



### 2.2 How will my achievement be rewarded?

1. In every lesson, teachers will award you a stamp if you meet the expectations of the school rules. These will be collated in your handbook..
2. If you do something really well then teachers may award an extra stamp, send home a postcard, a letter or phone call.
3. In your year assemblies your HoY may award you prizes for attendance, effort, contribution to school, attainment, progress or behaviour.
4. In exceptional circumstances, the Headteacher will award special prizes.

Throughout the year different rewards will be provided to the students who reach the required stamp total. These rewards are reviewed annually and may include any of the following. When students achieve this reward we will make parents aware through parentmail of this achievement.

- Positive Behaviour points on Arbor
- Certificate of achievement
- Stationery
- Postcards
- Letters home
- Weekly Assistant Head of Year Bistro Pass
- Tutor group prizes
- Prizes in assembly
- End of term rewards
- Department rewards such as 'Student of the Week'
- Access to Leavers Day and Ball (Year 11 only)
- Enrichment Day (Year 10 only)
- Enrichment Week (Year 7-9)
- Bistro pass valid for one term
- Invitation to special events in school such as 'Afternoon Tea'.

Stamp totals are counted weekly during tutor time. It is the responsibility of the student to ensure their stamp total is accurate and recorded in Arbor by the tutor regularly.

### ***Section 3: Non-Positive Behaviour***

**Non-Positive behaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Not following school policies and procedures

**Serious non-positive behaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Vandalism
- Theft
- Fighting
- Smoking or vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons

- Alcohol
- Illegal drugs
- Stolen items
- Vapes, Cigarettes, Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)

### **3.1 Escalation of non-positive behaviour**

Where it becomes necessary to sanction poor behaviour students will be encouraged to reflect on their non-positive choices with support from a member of staff. Where possible, it will be the member of staff who was involved in the sanction who will guide the student towards positive choices in the future through a restorative conversation.

Repeated serious misbehaviour will require the involvement of middle or senior leadership in the school. The school has two clear lines of communication:

- 1 *Behaviour in the classroom is dealt with by the class teacher, AL/HoD or SLT link.*
- 2 *Behaviour at tutor time or unstructured times is dealt with by tutor, Assistant Head of Year, Head of Year and SLT.*

### **3.2 Powers to discipline- DFE guidance Jan 2016**

#### **Key Points**

- Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for students, such as teaching assistants.
- Teachers can discipline students at any time they are in school or elsewhere under the charge of a teacher, including on school visits.

- Teachers can also discipline students for misbehaviour outside school.
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate students' property.
- Headteachers can also decide to exclude students for a fixed period (to suspend) or to permanently exclude them.
- Parental consent is not required to set detentions.



### 3.3 What are the consequences of poor behaviour

- S = Severity Level

|   |                              |   |
|---|------------------------------|---|
|  | The HENRY<br>BEAUFORT School | Consequences of poor behaviour,<br>in and out of the classroom: Arbor |
|---|------------------------------|---|

|    |  |   |            |                           |   |
|----|--|---|------------|---------------------------|---|
| S1 | Teacher<br>Tutor   | Detention with the classroom<br>teacher that resolves the original<br>issue.  | 15 mins    | Break time                | Written in handbook, recorded on<br>Arbor. If missed will be reissued<br>once before escalation   |
| S2 | AL/ HOY  | Detention with middle leader for<br>serious disruption. Time to reflect<br>on the issue and discussion with<br>teacher/tutor.   | 30 mins    | Lunch<br>time             | Written in handbook, recorded on<br>Arbor. Telephone call or email to<br>parents. If missed will be reissued<br>once before escalation                  |
|    |  | On Call refusal to use the quiet<br>room, defiance, or poor behaviour<br>outside the classroom. HoY<br>Detention including time to reflect<br>and written apology to the teacher. | 2x30 mins  | Lunch<br>time             | Written in handbook, teacher<br>phones home, record on Arbor.   |
| S3 | Whole<br>school SLT<br>DT  | Detention run by AL/SLT for more<br>serious incidents. Parents to be<br>contacted and initial issues must<br>be reflected upon.   | 50 mins    | Friday<br>after<br>school | Sticker in handbook, letter home,<br>telephone call with parents,<br>recorded on Arbor.   |
| S4 | Tutor/<br>HOY<br>Internal<br>isolation,<br>seclusion or<br>cross school<br>inclusion | Internal isolation, seclusion or cross<br>school inclusion as appropriate.  | 1 – 5 days |                           | Telephone call or meeting with<br>parents, letter home. Recorded on<br>Arbor.   |
| S5 | Suspension   | Suspension in serious<br>circumstances with return meeting<br>with teacher/ tutor/ HoY/AL and a<br>Senior Leader.   | TBC        |                           | Only the Headteacher can make<br>a decision on an suspension. The<br>AL/ HoD/ HoY/ SLT responsible to<br>complete all paper work and action<br>as above |

Permanent exclusion can take place in extreme circumstances.

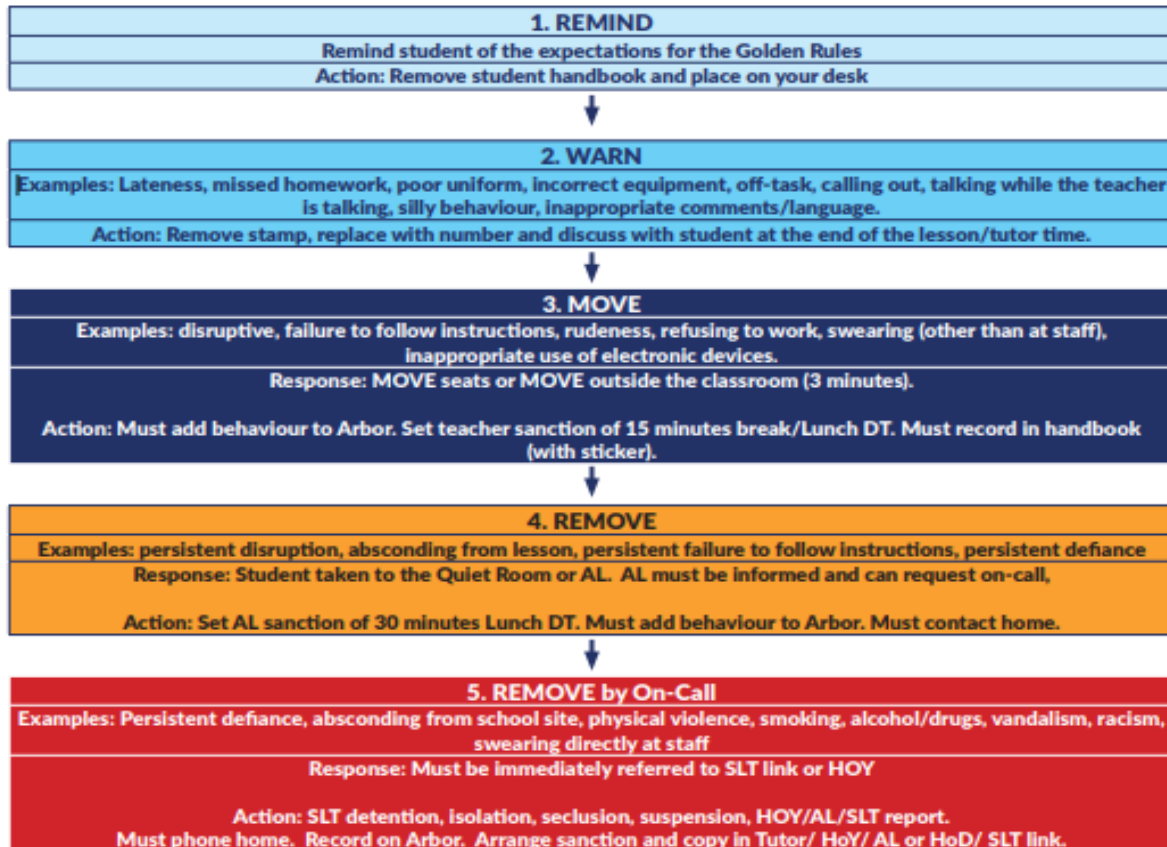
Sanctions will always be viewed as opportunities for reflection, and not just as a punishment.

### 3.4 A Stepped Approach to behaviour management in the classroom

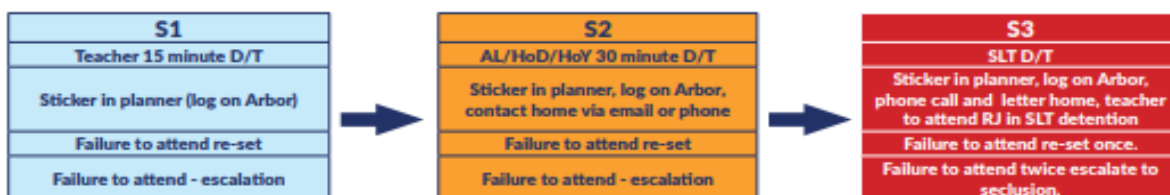


**The HENRY  
BEAUFORT School**

#### A STEPPED APPROACH TO BEHAVIOUR MANAGEMENT IN THE CLASSROOM



#### DETENTION PROTOCOL



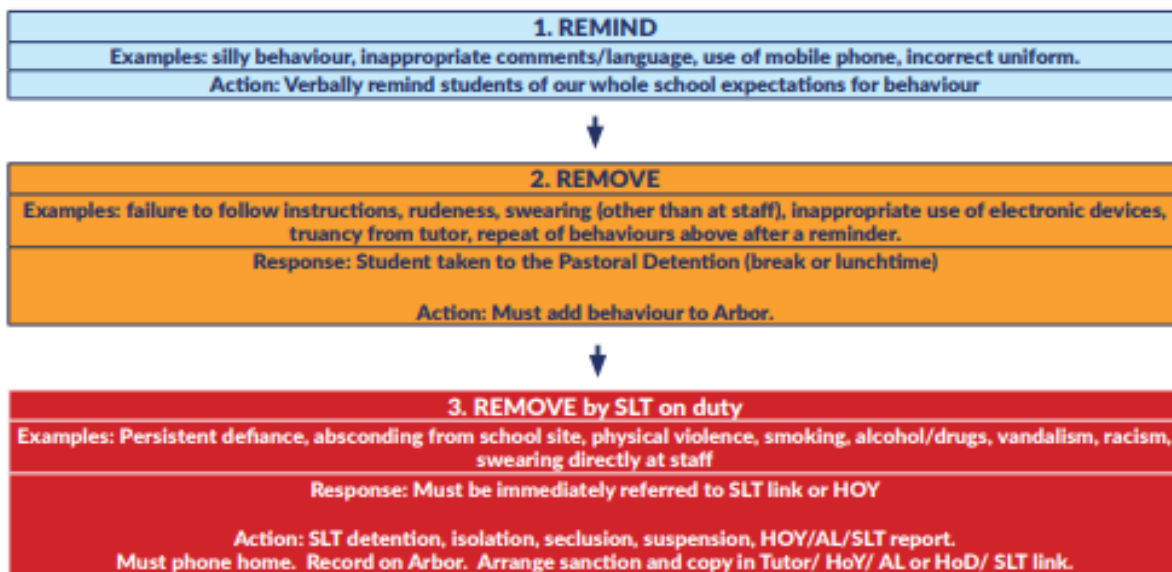
STAFF SHOULD TRY TO FACILITATE/AFFORD STUDENTS EVERY OPPORTUNITY TO COMPLETE D/T AT EACH STEP TO AVOID ESCALATION AND PROGRESSION. ONLY IN UNUSUAL OR EXCEPTIONAL CIRCUMSTANCES SHOULD SECLUSION BE CONSIDERED AS PART OF THIS PROCESS.

### 3.5 A Stepped Approach to Behaviour Management outside the classroom

|  |   |
|--|---|
|  <p>The HENRY<br/>BEAUFORT School</p> | <p>OUT OF CLASS BEHAVIOUR<br/>MANAGEMENT IN THE CLASSROOM</p> |
|--|---|

#### A Stepped Approach to Behaviour Management outside the Classroom

Our expectation is for ALL students behave according to the Five Golden Rules.



### **3.6 On Call and Removal from Lessons**

- First on Call: a child with a known vulnerability will be recorded as “FOC” and if they are not in attendance for a lesson, an urgent on-call message will be sent by the teacher to Reception so that the child can be located.
- On Call: A child who, despite the teachers’ reasonable adjustments and best endeavors adversely affects the learning of others, will be collected from the classroom by a middle leader or senior member of staff. In the first instance the department Quiet Room should be considered.

Follow up action will take place and led by the teacher in partnership with the Academic Lead.

In cases where there is a more serious breach of the behaviour policy, a senior leader will be involved.

- Temporary removal from a lesson: An Academic Leader can implement the temporary removal of a child from a lesson for a period of time as a result of repeated misbehaviour and in order to apply a process of restoration and the gradual re-introduction to the class. This may be up to two weeks but may be longer if part of a wider package of support for the child. In all cases, the Academic Leader will inform parents and Head of Year. The child is the responsibility of the Academic Leader for that time that their subject is on the child’s timetable.

In all cases, the reasons for removing a child from a lesson will be reviewed and any necessary action taken which may include a sanction.

### **3.7 Use of Detentions**

Detentions may be set by any teacher in school as a consequence for a student not following the policy for behaviour, and/or for not following the Five Golden Rules. Detentions can be set on the same day for break and lunch time, or set on a Friday for SLT DT. Although parental consent is not required to set a detention, where possible staff will communicate break and lunch detentions through Arbor and a comment in the handbook and follow up with a call home to parents as required.

With break and lunchtime detentions, staff will allow reasonable opportunities for students to eat, drink and use the toilet.

SLT detentions on Friday will have a telephone call and letter issued home. Isolation or exclusion will always involve a phone call home and an accompanying letter.

In some cases, the school can issue detentions outside normal school hours (the ‘permitted day of detention’); these include:

- a. any school day where the student does not have permission to be absent;
- b. weekends – except the weekend preceding or following the half term break; and
- c. non-teaching days – usually referred to as ‘training days’, ‘INSET days’ or ‘non-contact days’.

Staff should facilitate students every opportunity to complete the detention at each step to avoid escalation and progression. Only in unusual or exceptional circumstances should internal isolation (seclusion) be considered as part of this process.

### **3.8 Internal isolation and Seclusion**

The use of internal isolation or seclusion follows in situations where students have ignored other sanctions, after serious incident or for persistent poor behaviour that do not meet the threshold for suspension.

Heads of Year and the Seclusion Manager will monitor the internal isolation/ seclusion room in order to ensure that there is consistency in approach and also some reflective time with their students.

Any Middle Leader or Senior Leader can refer a student to be placed in internal isolation/seclusion.

- Record of behaviour on Arbor.
- Email to Tutor/AHOY for internal isolation or Pastoral Admin to check availability for Seclusion.
- Call home from teacher of lesson where misbehaviour occurred to discuss plan to move forwards.

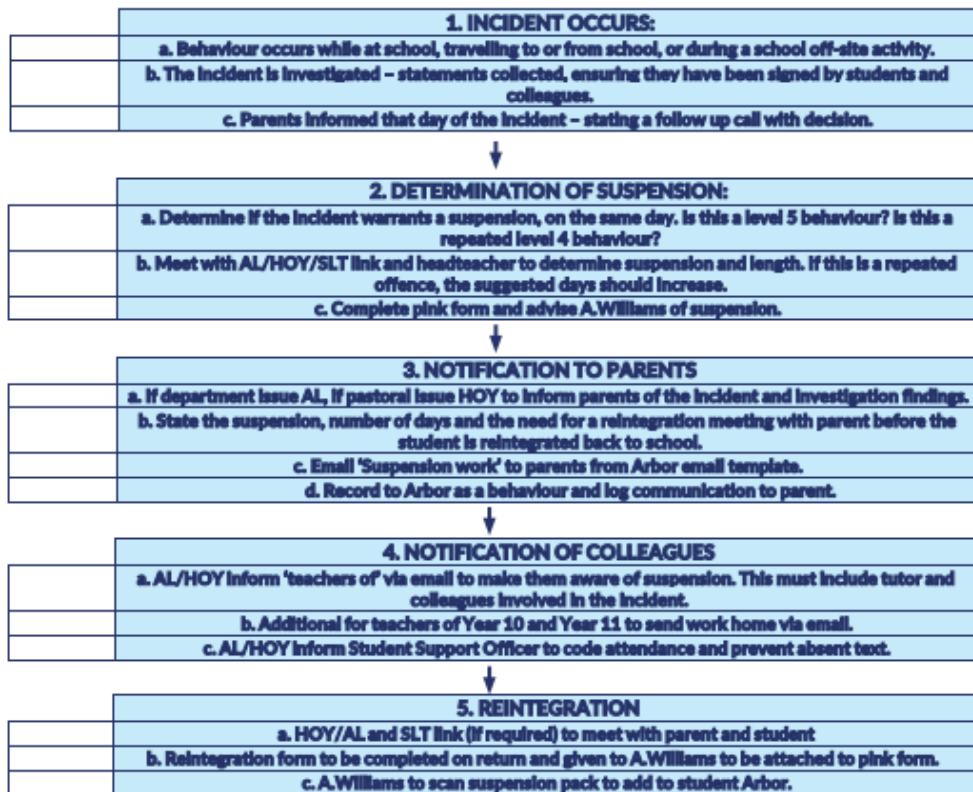
The internal isolation will take place as close to the initial incident as possible, in order to have maximal impact. During his/her time in isolation the student will continue working on his/her normal studies.

Seclusion will run in the school misbehaviour ion room from 8.25am – 2.55pm (and will be arranged as close to the misbehavior as possible, in order to have maximal impact. During his/her time in seclusion the student will continue working on his/her normal studies and have an opportunity to reflect on their behaviour. The Academic Lead or Head of Year will have a restorative conversation with the student during their time in seclusion to ensure the student knows why their behaviour was not acceptable. If the seclusion was due to behaviour towards a member of staff or another student, then a restorative conversation must be held between the two parties (*if appropriate*). This will be recorded on Arbor.

### **3.9 Suspension - Fixed Term and Permanent Exclusion**

If a student's behaviour has been extreme or repeatedly poor, then a suspension will be considered.

To be considered, staff must complete the following:



### SUSPENSION LENGTH

Below are the behaviours recorded for suspension during the academic year 2023/24, with the range of days given to individual students.

| BEHAVIOUR FOR SUSPENSION   | SUGGESTED DAYS |
|--|----------------|
| Abuse against sexual orientation, gender identity, race and disability | 1 - 3          |
| Alcohol related banned item  | 2 - 3          |
| Damage   | 1 - 2          |
| Disobedience/disrespect to staff/defiance to SLT                       | 0.5 - 2        |
| Drug related banned item (18)  | 3.5 - 10       |
| Inappropriate use of social media or online technology                 | 1 - 2          |
| Persistent disruptive behaviour (56)                                   | 0.5 - 3.5      |
| Physical assault/violent behaviour against a pupil (31)                | 1 - 5          |
| Sexual misconduct (10)   | 1 - 5          |
| - Including shorts/trousers being pulled down                          |                |
| Theft  | 1 - 3          |
| Verbal abuse/threatening behaviour against a pupil                     | 1 - 3          |
| Verbal abuse/threatening behaviour against an adult or staff (24)      | 1 - 4          |

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\*Suspensions are at the discretion of the Headteacher.

After a suspension, parents will be required to attend a reintegration meeting so that their child can be fully reintegrated into school. During this meeting a return from suspension form will be completed. The student will be placed on a report card with an agreed time frame to an appropriate member of staff and will be set targets to enable him/her to resume his/her studies, these targets

will also be written on the return from suspension form. If the suspension was due to behaviour towards a member of staff or student, then a restorative conversation must be held between the two parties. This will be recorded on the return from suspension form.

If the suspension is a repeat offence, then the repeat behaviour will be reviewed and a Pastoral Support issued. The HoY will arrange to follow this up, in an appropriate time frame, with the parents and student.

Where a student is at risk of permanent exclusion then a Managed Move or Education inclusion referral will be considered. The Winchester and Eastleigh Managed Move protocol will be followed, this can be found in the appendices.

It is for the Headteacher to decide whether to suspend a student or permanently exclude, in line with the legal requirements and statutory guidance on the use of suspension and exclusion.

Parents have the right to make representations to the governing body (or the governors' discipline panel) about suspension and the governing body must review the suspension decision in certain circumstances, including all permanent exclusions.

Where the governing body upholds a permanent exclusion parents have the right to request that an independent review panel reviews this decision. Parents may also make a claim of discrimination in respect of exclusion, either to the First-tier Tribunal in relation to disability discrimination or to the County Court in relation to other forms of discrimination.

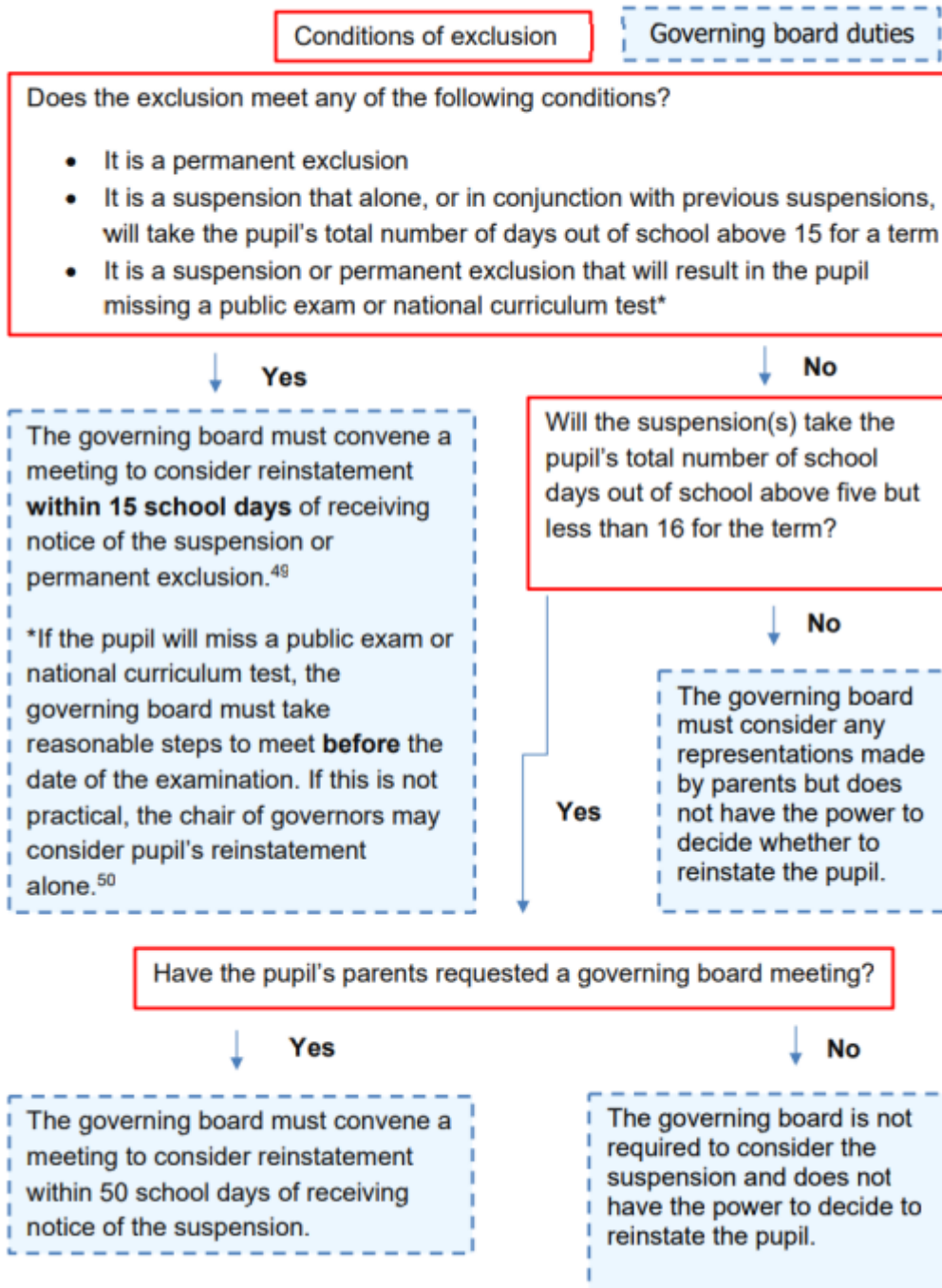
Schools are under a duty to arrange suitable full-time education for a suspended student from the sixth school day of any suspension of more than five school days.

Local authorities are under a duty to arrange suitable full-time education from the sixth school day of a permanent exclusion.

**The DfE statutory guidance 'suspension and Permanent Exclusion from Mainstream schools in England' issued in September 2022 is followed. Information for parents is included in this guidance. A summary of the Governing Body's duties to review the Headteacher's suspension/exclusion decision:**

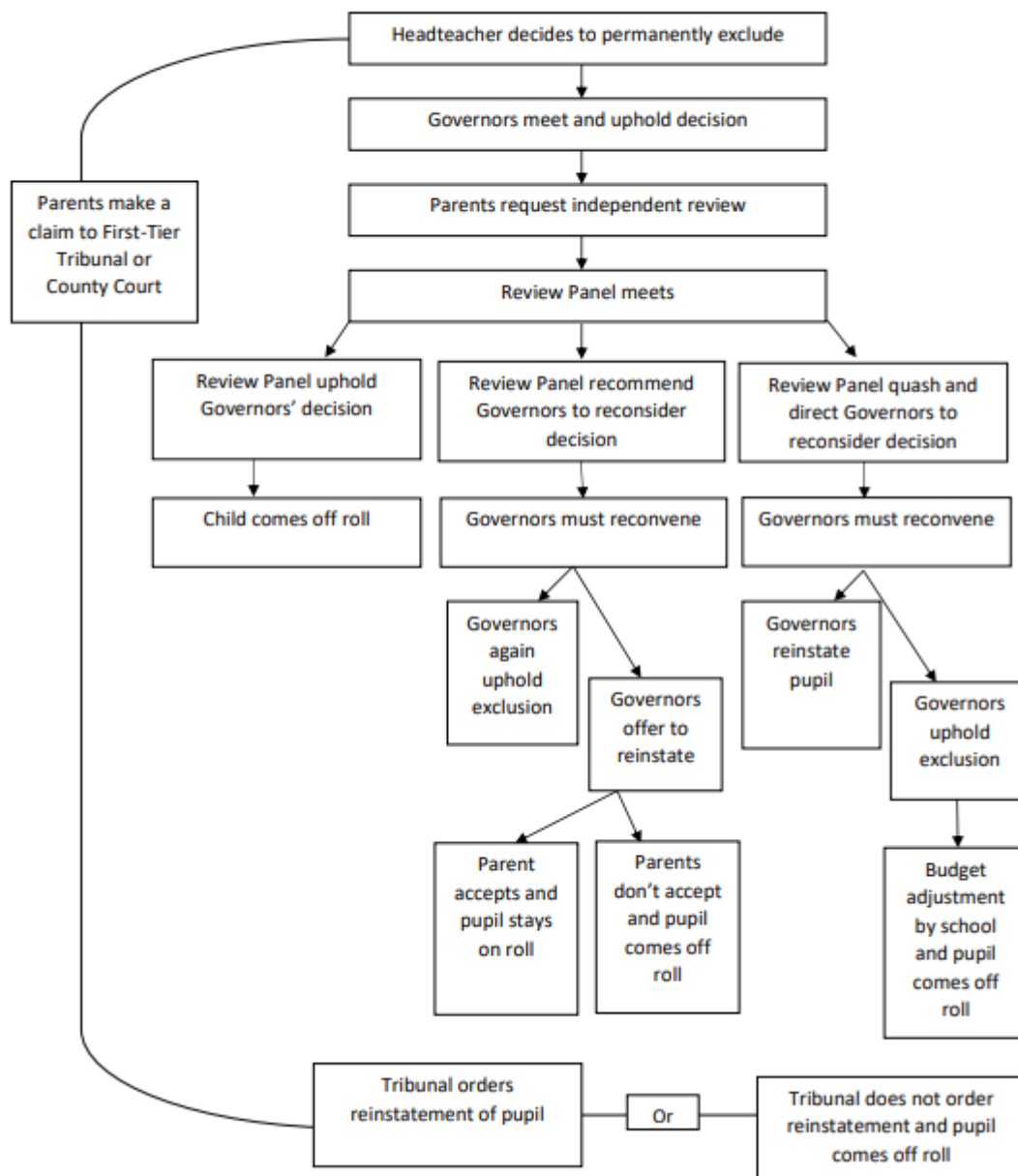


## A summary of the governing board's duties to review the headteacher's exclusion decision





**A summary of the Independent Review Process following the Governors' decision to uphold the permanent exclusion**



## ***Section 4: To whom this policy applies***

### **4.1 Stakeholders**

All staff, students, parents/carers, governors and partner agencies working with school are subject to this behaviour policy.

This policy promotes a safe and secure learning environment, including journeys to and from school for all students.

### **4.2 Roles and Responsibilities**

#### **Students**

Students are expected to promote a positive attitude within school and the community.

- Attend school
- Behave in an orderly and self-controlled way
- Follow the five golden rules
- Must not have their phone out or use their phone during the school day, unless they have been given permission by an adult in school (employee or volunteer).
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Always wear the correct uniform
- Inform the Tutor or Teacher as soon as an issue occurs
- Resolve issues promptly.
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

#### **Parents**

Parents are expected to support the school in all decisions taken about their child. The following expectations are placed on parents:

- Keeping staff informed of anything relevant to school that might have an impact on behaviour
- Supporting our sanctions in school and at home
- Monitoring issues outside of school to ensure they do not affect learning

- Signing the Home School Agreement via Arbor that outlines the responsibilities of the parent and the school, including those concerning behaviour and attendance.

If parents have any queries relating to their child, they should contact the school staff in the following order:

1. Vertical tutor
2. Middle leaders:
  - AHoY/HoY for pastoral
  - AL for subject issues
3. SLT if issues are not resolved
4. The Headteacher
5. Governors if appropriate.

### The school

Positive behaviour stems from clear expectations and appropriate guidance to make positive decisions about student behaviour. At the Henry Beaufort School we adopt the following procedures:

- Modelling positive behaviour by all staff
- Restorative approach to poor behaviour where reflection time is important
- Staff will greet students at the door of every room of every lesson
- Registers must be taken in first five minutes of the lesson or tutor time to secure punctuality
- Effective use of strategies to engage all students
- Staff will uphold the mobile phone and uniform policy and issue a sanction when necessary
- Staff will ensure that any safeguarding concerns are IMMEDIATELY referred to the Designated Safeguarding Lead and safeguarding team.
- Tutors to set up expectations during the morning tutor session ready for the day
- Tutors will support students with any concerns that arise during the day
- The vertical tutor is the first point of contact for all communications received about members of their tutor group
- The tutor will communicate with parents with respect to attendance, behaviour and any other concerns
- The tutor will log, code and monitor all attendance and the tutor will follow up with parents

The school acknowledges its legal duties in respect of safeguarding and students with special educational needs. Any behaviour under review will take into consideration whether a child is likely to suffer significant harm. In such cases, staff should follow the school's safeguarding policy. We will

also consider whether ongoing disruptive behaviour is the result of unmet educational or other needs.

At The Henry Beaufort School we always look to find a positive resolution, meaning sanctions have to fit with the student involved and their needs. We therefore reserve the right to communicate the outcomes of sanctions only to the parents of the student involved.

#### **4.3 Who is involved in behaviour issues?**

The student is seen as the only person who is able to make positive choices about his/her own behaviour and therefore about his/her own readiness for learning.

Teacher will guide students to make decisions and help them reflect on their behaviour choices. Academic Leaders will support with behaviour and place on subject report card or contact parents as required.

##### **The Role of the Tutor**

- The tutor will reflect on the overall behaviour of each student in their tutor group, including punctuality and attendance. These will be recorded and monitored in the student handbook.
- If a student has reached 5 behaviour points, they will be placed on the tutor report card for two weeks. The tutor will telephone parents to explain the reason for the report. All telephone contact home is recorded on Arbor.
- The tutor will contact parents as required for both positive and non-positive feedback.

##### **The role of the AHOY and HoY**

- The HoY will oversee the behaviour of the whole year group, as supported by the Assistant Head of Year.
- Failure to complete the tutor report card or if a student has reached 10 behaviour points will result in a AHOY report card.
- Failure to complete the AHOY report card or if a student has reached 20 behaviour points will result in a HoY report card.
- He/she will reward students at assemblies
- More serious issues will be followed up by the HoY in order to support teachers/tutors
- The HoY will be in regular contact with parents as necessary.

##### **The role of the Senior Leader: Pastoral**

- He/she will provide support for positive and non-positive behaviour
- Extreme and continued disruption (if a student has reached 30 behaviour points) will involve the use of the SLT report card to the Assistant Headteacher
- If behaviour points reach 40, a student will go on report to a Deputy Headteacher. An increase to 50 behaviour points will result in Headteacher report card.
- He/she will oversee entries to internal isolation, seclusion and suspensions
- He/she will work with HoY to overcome barriers to learning
- He/she will help HoY to set up Pastoral Support with students as required and after every repeat exclusion.

##### **Other important roles**

- The Student Support and Guidance Managers and Family Support Worker will work with students and families to help students engage positively with education.
- The Optimal Learning Centre is a learning intervention strategy that will be used to support students in certain lessons. Its use is by arrangement only.
- The Governing Body monitor behaviour data including behaviour totals, exclusions both internal and external each term

#### 4.4 Behaviour Trigger points for report cards

|   |                                     |
|---|-------------------------------------|
|  <b>The HENRY<br/>BEAUFORT School</b> | <b>BEHAVIOUR<br/>TRIGGER POINTS</b> |
|---|-------------------------------------|

| TRIGGER POINT | ACTIONS TO BE TAKEN  | STAFF RESPONSIBLE  |
|---------------|--|--|
| 5             | Tutor report – two weeks<br>Telephone call to parents – record as 'Initiative' on SIMS<br>Once improvement - Positive postcard home  | Tutor  |
| 10            | Assistant HoY report – two weeks<br>Telephone call – record on Arbor<br>Round Robin from class teachers identifying key areas<br>Once improvement - Positive postcard home   | Assistant Head of Year<br>Teachers of...                                       |
| 20            | HoY report – two weeks<br>Telephone call – record on Arbor<br>SENDCO discussion – testing needed.<br>Internal support – referral ELSA, Behaviour support, Wellbeing Support -<br>Time out card if applicable<br>Once improvement - Positive postcard home  | HoY<br>Teachers of...<br>SENDCO<br>Pastoral Team                               |
| 30            | Assistant Headteacher report – two weeks<br>HoY and SLT meeting with parents agree parents' key point of contact who will call weekly - record on Arbor<br>Pastoral support plan produced – HoY to include further discussion with SENDCO.<br>Possible involvement of External Agency support<br>Family support worker starts, home visit and work with student and family.        | Assistant Headteacher<br>HoY,<br>Teachers of...<br>SENDCO<br>Pastoral Team     |
| 40            | Deputy Headteacher report – two weeks<br>HoY and SLT meeting with parents agree parents' key point of contact who will call weekly - record on Arbor<br>Family support worker, home visit and work with student and family.<br>External support – PCSO, External Counselling, YCP, Andover Mind, You trust etc set up<br>OLC involvement: Art Therapy or DT support if appropriate | Deputy Headteacher<br>Assistant Headteacher<br>HoY,<br>SENDCO<br>Pastoral Team |
| 50            | Headteacher report – two weeks<br>HoY and SLT meeting with parents agree parents' key point of contact who will call weekly - record on Arbor<br>Family support worker, home visit and work with student and family.<br>External support - extended inclusion Westgate, managed move, EIS referral as directed by the Headteacher.   | Headteacher<br>Assistant Headteacher<br>HoY<br>Pastoral Team                   |

## **Section 5: Procedures**

### **5.1 Examples**

#### **Sanctioning non-positive behaviour in departments or lessons**

1. Reminder of behaviour – remove a student handbook.
2. “WARN” - Remove stamp and write in the golden rule missed with a number.
3. “MOVE” student within the room (this can include a few minutes outside the classroom) – record this behaviour on Arbor and set sanction.
4. “REMOVE” - Place student in the quiet room – AL to set sanction and added to Arbor.
  - Seek advice and support of AL; for more serious or persistent behaviour record in Arbor to help build a student profile. AL can issue Subject report card.
  - Consider removing student from class if disruption continues for a period of time. Must be discussed with AL and SLT link.
  - Inform parents and request a meeting.

***Teacher Toolkits will support with the sanctioning of non-positive behaviour in Appendix 2.***

#### **On Call teacher can be called for continued disruption or serious incident following discussion and agreement from the AL/HoD**

- Teacher to consider the needs of all students in class and use appropriate strategies
- Contact AL during lesson (or HoY unstructured times) for support and permission to use on call
- Use the “missing student” tab on Staff SharePoint if there is a child missing from your lesson/tutor (remember to contact Reception if the student is found)
- Reception contact On Call staff. Only send all staff email for “at risk” students.
- On Call staff to support removal to the quiet room – if this is refused by the student then lunchtime DT room immediately issued – send Lunch time DT email
- Teacher to record on Arbor and contact home

#### **Behaviour outside the classroom**

- Assess if first aid is required, if there has been an altercation.
- Can the student(s) return to lessons or will it make it worse? Can you keep them or can the tutor support?
- Use the break time and Lunchtime Detention room
- Student to complete a statement
- Inform parents of the issue before the end of the day (call home), record in Arbor.



- Record non-positive behaviour in Arbor.
- Refer issues to AL or HoY as appropriate - inform parents who is dealing with this.
- If there is no HoY to support then call Reception to get SLT support.

#### Report cards

- Following non-positive behaviour a student can be issued a report card of different severity (Green report from teacher or tutor, Amber report from AL, AHoY or HoY, or Red report from SLT.)
- Students will be monitored; the report card is taken to every lesson and should be signed at home.
- It is the student's responsibility to get from teachers a traffic light colour for their behaviour (Green= good, Amber= okay, Red= not positive). This take place every lesson for a set period.
- Students who are on report are responsible for showing the appropriate member of staff at break, at lunchtime and at 2.55pm as required.

#### Students with timeout cards, including medical cards

- Some students have timeout cards that are used for a fixed time period.
- Students must use the timeout period or find staff to support them. It is the staff member's responsibility to inform relevant staff that the student is with them (include Reception).
- Only out-of-lesson cards can be used for sending students on important errands.
- Going to the toilet is not an appropriate use of lesson time but in exceptional medical circumstances, a toilet pass can be issued by the HoY.

#### Missed Home Learning

- Persistent missed home learning can lead to a departmental referral to the Library for Home Learning Club, Head of Year HL intervention or SEND HL club.
- HoY will use student data to assess if a student should be referred to Home Learning Club for a set period of time.

#### Punctuality

- Students who are late will lose the stamp for that lesson and will be recorded with the relevant number in the student handbook.
- Where a student arrives after the start of the day, they must sign in at Student Support, if this is before 9.00am, they will be issued a 15-minute break detention. If a student arrives to school after 9.00am, a 30-minute lunch time detention will be issued.
- In the case of persistent lateness, the HoY may refer a student to the Family Support Worker, the Legal Intervention Team or issue a Penalty Notice..
- Lateness to tutor time/lessons should be recorded in Arbor; comment should include the student's arrival time.



### Tuancy

- From morning tutor time: a break time detention with tutor and removal of stamp.
- From afternoon tutor time: a break time detention with tutor and HoY detention.
- From a lesson: a lunchtime detention with Academic Leader if Tuancy is under 30 minutes. If Tuancy is over 30 minutes, it is considered persistent, and the truancy will result in a one-day isolation/seclusion. See Appendix E.
- Tuancy must be recorded on Arbor. Persistent truancy may have wider safeguarding implications that should be referred to the safeguarding team.

### Child on Child Abuse

The school will follow all guidance set out in the most recent publication of 'Keeping Children Safe in Education' and takes instances of child-on-child abuse extremely seriously. In such instances, the schools policies on Safeguarding and Child Protection are followed.

Abuse of any kind will not be tolerated; students are expected to report any incidents of harm or potential harm to another student by:

- Speaking to an adult (parent or adult in school)
- Using the Call it Out process in school
- Emailing the school safeguarding team: [safeguarding@staff.beaufort.hants.sch.uk](mailto:safeguarding@staff.beaufort.hants.sch.uk)

All reports of abuse (including sexual harassment) will be taken seriously and treated as a matter of urgency, using the structure from **Appendix D**. In addition, the Designated Safeguarding Lead in school will be informed and advise on the best course of action in partnership with external agencies (where appropriate).

### School strategies to improve behaviour

- Restorative justice discussion between all parties takes place as part of the sanction
- Refer to strategies on the learner profiles in Arbor
- Ask the following questions:
  - Has the HOY got any advice?
  - What works well with other teachers?
  - What are the common themes/ issues?
  - Does the student have a SEND need?
  - Does it warrant a referral to ELSA through HoY?
  - Does it warrant a referral to the Student Support and Guidance Manager, Young carers, PSCOs, CAHMS, School Mentor?
  - Are there any careers guidance requirements?

- Consider group work to promote self-esteem
- Consider support from another students as positive role model, student leaders and student mentors have a role here
- Work with the Learning Manager OLC
- Consider a managed move to another school for a 12-week trial period
- Referral to EIS (Education Inclusion Service) for support with behaviour
- Involve external agencies or provision.
- Provide support for parents, such as internal meetings and our safeguarding newsletter

### **5.2 Informing parents**

In most cases the staff member first involved in an incident will be best placed to inform parents of an incident or a behaviour concern. On occasions, we will not have time to inform parents before the end of the school day but will be in contact as soon as possible. If it is straightforward we can provide the restorative sanction without informing parents. We aim to deal with such incidents as quickly as possible.

Detentions will be logged in Arbor and will remain on record for parent reviews. The student handbook will have a record of detentions.

There are no fixed durations for detentions, but guide times are set out in section 3.3 of this policy.

- Break time – 15 minutes (communication through Arbor)
- Lunchtime – AL/HoY sanction for serious issue or missing first detention, 30 minutes (communication through Arbor and phone call home)
- SLT - serious misbehaviour or continued missed detention, 45 minutes (phone call home from staff initially involved and communication through Arbor). A sticker will be issued to the student through Thursday morning tutor time and an additional email reminder to parent during the week of the SLT DT.

### **SLT Friday detention up to 3:45pm**

There are no late bus services from school on a Friday and the system is designed to have parental engagement in the student's behaviour as it requires them to collect from school in most cases. If there are extreme circumstances why this is not possible, please contact the Assistant Headteacher: Pastoral to discuss further.

### **Before and during SLT detentions the following will take place**

- Students will hand in their phone in to Main Reception the morning of the SLT DT.
- At the start of the DT students will sign the student contract
- Initial staff, where behaviour occurred, to attend detention to follow up and complete the cycle.
- Students to then complete suitable work task set by the initial staff
- Lead staff to take the register on Arbor (maintain detentions, select SLT, mark as present).

- Lead staff to contact Reception to call home for missing students.
- Pastoral admin to follow up students absent from school by rescheduling them to the following week
- If a student walks out or fails to attend he/she will be placed in Isolation/Seclusion on the following school day.

### **5.3 Behaviour Outside of School**

Student behaviour beyond the school gates and outside of the school day is the responsibility of parents/carers. The school will take all matters in which student behaviour brings the school into disrepute or causes harm to another student very seriously and will work with parents/carers to implement appropriate sanctions and restorative action. The school may also apply a sanction to any child who misbehaves whilst travelling to or from school or, when in public wearing school uniform.

The Henry Beaufort School works closely with the bus companies and in the event of misbehaviour on buses will impose sanctions in school. If misbehaviour is persistent the school will work with the bus company to issue bans from the bus. In such instances, it will be the responsibility of the parent to ensure the student is transported to school. Failure to attend will be recorded as unauthorised absence. (see Attendance policy for details).

## ***Section 6: Searching students*** (following DfE Policy Searching, Screening and Confiscating September 2022)

### **6.1 Authority to search students with consent**

If a member of staff suspects a student has a prohibited item in his/her possession, the staff member can instruct the student to turn out his or her pockets or bag and if the student refuses, the member of staff can invoke an appropriate disciplinary action.

Any member of The Henry Beaufort School staff can search a student for any item with their consent.

However, the member of staff must be of the same sex as the student being searched; there must be a witness (also a staff member) present and, if possible, they should be the same sex as the student being searched. You may not require the student to remove any clothing other than outer clothing.

There is a limited exception to this rule. You can carry out a search of a student of the opposite sex to you and without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

### **6.2 Establishing grounds for a search without consent**

All staff **have** the power to search students, or their possessions, without consent, where they suspect the student has a “prohibited item”. Prohibited items are:

- knives and weapons
- alcohol

- illegal drugs
- stolen items
- vapes, cigarettes, tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

#### Notes

1. School staff can only undertake a search without consent if they have reasonable grounds for suspecting that a student may have in his or her possession a prohibited item.
2. The member of staff must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other students talking about the item or they might notice a student behaving in a way that causes them to be suspicious.
3. In the exceptional circumstances when it is necessary to conduct a search of a student of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a student's expectation of privacy increases as they get older. It is always in the interest of the member of staff, and of the school, to have a witness present wherever possible.
4. The powers allow school staff to search regardless of whether the student is found after the search to have that item. This includes circumstances where staff suspect a student of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.
5. School staff can view CCTV footage in order to make a decision as to whether to conduct a search for an item.

#### **6.3 Location of a search**

Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on school trips or in training settings.

#### **6.4 After the search- the power to seize and confiscate items**

All parents will be informed if your child has been searched.

Weapons and knives and extreme or child pornography must always be handed over to the police; otherwise, it is for the teacher to decide if and when to return a confiscated item.

1. The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.

2. Staff have a defense to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.
- Where a person conducting a search of a student aged under 18 finds **alcohol, fireworks, pornography or vape/tobacco products**, they may retain or dispose of them. This means that the school can dispose of these items as they think appropriate, but this should not include returning it to a student aged under 18.
- Where they find **controlled drugs**, these must be delivered to the police as soon as possible but may be disposed of if the person thinks there is a good reason to do so (for example, if it is not possible to store them securely until the police arrive).
- Where they find **other substances** which are believed not to be controlled drugs these can be confiscated where a staff member believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.
- Where they find **stolen items**, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the member of staff thinks that there is a good reason to do so.
- Any **weapons or items which are evidence of an offence** must be passed to the police as soon as possible.

#### 6.5 Extent of the search – clothes, possessions, desks and lockers

- The person conducting the search may not require the student to remove any clothing other than outer clothing.
- 'Outer clothing' means (i) clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear or (ii) clothing such as coats, hats, shoes, boots, gloves and scarves.
- 'Possessions' means any goods over which the student has or appears to have control – this includes desks, lockers and bags.
- A student's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

#### 6.6 Telling parents of students aged under 18, record keeping and dealing with complaints

- Schools are not required to inform parents of students aged under 18 before a search takes place or to seek their consent to search their child.

- There is no legal requirement to make or keep a record of a search. However, The Henry Beaufort School will record on CPOMS (our safeguarding database) and it is regarded as good practice to keep records of any search conducted.
- It is also good practice for schools to inform the parents or guardians of students aged under 18 when alcohol, illegal drugs, vape/tobacco products, fireworks, pornography or potentially harmful substances are found, although there is no legal requirement to do so.
- Complaints about screening or searching should be dealt with through the normal school complaints procedure.

## **Section 7- Use of reasonable force** *(Following DfE policy Use of Reasonable Force July 2013)*

### **7.1 Power to use reasonable force**

- All **school staff** have the power to use reasonable force to prevent **students** committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.
- **All staff** can use such force as is reasonable when searching a student without consent for prohibited items except where the search is for an item banned by the school rules.
- 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 or parents accompanying students on a school organised visit.

Any member of staff who has used reasonable force on a child is required to complete a "Physical Intervention Record form" that will be then held by the Head's PA.

### **7.2 What is reasonable force?**

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.
- Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.
- Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

### **7.3 When can reasonable force be used?**

- Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control students or to restrain them.
- The decision on whether or not to physically intervene is up to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

#### 7.4 Schools can use reasonable force to:

- remove disruptive students from the classroom where they have refused to follow an instruction to do so;
- prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that affects the behaviour of others;
- prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and
- restrain a student at risk of harming themselves through physical outbursts.

#### 7.5 What schools cannot do

Use force as a punishment – it is always unlawful to use force as a punishment.

#### 7.6 Guidance on school's approach to the use of force

- Every school is required to have a behaviour policy and to make this policy known to staff, parents and students. The governing body should notify the Headteacher that it expects the school behaviour policy to include the power to use reasonable force.
- There is no requirement to have a policy on the use of force but it is good practice to set out, in the behaviour policy, the circumstances in which force might be used. For example, it could say that teachers will physically separate students found fighting or that if a student refuses to leave a room when instructed to do so, they will be physically removed.
- Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled students and students with special educational needs (SEND).
- Schools do not require parental consent to use force on a student.
- Schools should **not** have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a student or prevent them taking action needed to prevent a student causing harm.
- By taking steps to ensure that staff, students and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.

#### 7.7 Using force

A panel of experts identified that certain restraint techniques presented an unacceptable risk when used on children and young people. The techniques in question are:

- the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the 'double basket-hold' which involves holding a person's arms across their chest;
- and the 'nose distraction technique' which involves a sharp upward jab under the nose.



### **7.8 Staff Training**

Staff at The Henry Beaufort School will avoid making contact with students unless absolutely necessary. Positive handling training will be provided for all staff and will be reviewed periodically.

Following any incident where contact with a student has been made, a “Physical Intervention Record form” will be completed and submitted to the Head’s PA. From this, learning points and training needs will be discussed with the Headteacher or appropriate line manager.

### **7.9 Telling parents when force has been used on their child**

It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents.

In deciding what is a serious incident, teachers should use their professional judgement and consider the:

- student’s behaviour and level of risk presented at the time of the incident;
- degree of force used;
- effect on the student or member of staff; and
- the student’s age.

### **7.10 What happens if a student complains when force is used on him/her?**

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defense to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance (see the ‘Further sources of information’ section below) where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.

- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

### **7.11 What about other physical contact with students?**

It is not illegal to touch a student. There are occasions when physical contact, other than reasonable force, with a student is proper and necessary.

Examples of where touching a student might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed student;
- When a student is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

See also the school Restrictive Physical Intervention Policy.

## ***Section 8: Allegations of abuse against staff***

All allegations should be reported to the Headteacher for investigation.  
Please refer to the Safeguarding Policy for further guidance.

Further details can be found on the Hampshire County Council Manual of Personnel and Practice (MOPP) that the school adopts annually.

## ***Section 9 - Further information***

### **9.1 Staff support and training**

The policy and procedures will be periodically reviewed (every year) and if necessary updated earlier in order to ensure effectiveness.

Training will be given to support the policy at appropriate times throughout the year.

Teachers should consult their line manager or SLT if they have queries regarding behaviour or this policy.

### **9.2 Assessment, monitoring, evaluation and review:**

- Perceptions of student behaviour will be reviewed through student voice on occasions.
- The school monitors the level of suspensions, seclusion and internal isolations to support behaviour.
- The middle and senior leadership teams will review behaviour using the recorded incidents in Arbor.
- Any feedback from staff, parents or students will be forwarded to Assistant Headteacher: Pastoral for consideration.
- Parents' feedback during 'progress evenings' will be used to inform possible future changes in policy.
- The recording of behaviour through Arbor will provide information on the effectiveness of this policy.

### **9.3 Linked policies:**

Mobile Device Policy

Safeguarding Policy

Attendance Policy

Anti-Bullying Policy

Restrictive Physical Intervention Policy

Educational Visits Policy


Uniform Policy

Single Equality Policy

**9.4 Dissemination of the policy:**

- 1 Staff will be made aware of the policy throughout the year.
- 2 This policy is available to parents on the school website.
- 3 Tutors will disseminate to students.
- 4 The student handbook which is updated annually.

**Appendix A- Guidelines on suggested behaviour and sanctions in Arbor**

|  <b>The HENRY<br/>BEAUFORT School</b> |  | <b>Suggested<br/>Sanctions</b> |
|--|--|--------------------------------|
| Prejudicial Incident - this will be based on case by case  |  | 0                              |
| Communicating during assessment  |  | -1                             |
| Misuse of Timeout  |  | -1                             |
| Misuse of Mobile Phone/Headphones in School  |  | -1                             |
| Unkind Behaviour   |  | -1                             |
| Littering  |  | -1                             |
| Lack of Positive Attitude  |  | -1                             |
| Having a prohibited item (e.g. Chewing Gum, Deodorant)   |  | -1                             |
| Bystander  |  | -1                             |
| Misuse of Mobile Phone   |  | -1                             |
| Working to Target  |  | -1                             |
| Swearing   |  | -1                             |
| Inappropriate use of Timeout Card  |  | -1                             |
| Disrupted own Learning   |  | -1                             |
| Late to Lesson up to 10 minutes  |  | -1                             |
| Uniform Infringement   |  | -1                             |
| Lack of Equipment  |  | -1                             |
| Lack of Home Learning  |  | -1                             |
| Misuse of IT   |  | -2                             |
| Tuancy of Lesson - between 10-30 minutes   |  | -2                             |
| Student Leader not meeting expectations  |  | -2                             |
| Persistent Lack of Home Learning   |  | -2                             |
| Failure to follow instructions   |  | -2                             |
| Persistent inappropriate use of Timeout  |  | -2                             |
| Disruption of Others Learning  |  | -2                             |
| Persistent Lateness to Lesson  |  | -2                             |
| Vaping, including being in a possession of a vape  |  | -2                             |
| Swearing at another student - Targeted   |  | -3                             |
| Tuancy of Lesson - Over 30 minutes   |  | -3                             |
| Prejudicial Incident - not targeted  |  | -3                             |
| Inappropriate behaviour on the school bus  |  | -3                             |
| Failure to complete AL DT  |  | -3                             |
| Vandalism  |  | -3                             |
| Filming/photographing other students   |  | -3                             |
| Involved in Fighting   |  | -3                             |
| Smoking cigarettes   |  | -3                             |
| Leaving site without permission  |  | -4                             |
| Threatening Behaviour towards another Student  |  | -4                             |
| Distributing video footage from school   |  | -4                             |
| Brings the school into disrepute   |  | -4                             |
| Persistent Defiance  |  | -4                             |
| Child on Child Abuse/Sexual Harassment   |  | -4                             |
| Involved in Fighting   |  | -4                             |
| Persistent Tuancy  |  | -4                             |
| Prejudicial Incident - Targeted  |  | -4                             |
| Use of a Weapon  |  | -5                             |
| Threatening Behaviour towards Staff  |  | -5                             |
| Bullying   |  | -5                             |
| Major Prejudicial Behaviour  |  | -5                             |
| Theft  |  | -5                             |
| Banned Item - Dangerous Objects  |  | -5                             |
| Overt Defiance to Senior Leaders/Middle Leader   |  | -5                             |
| Drugs Incident   |  | -5                             |
| Disruption of Multiple Classes   |  | -5                             |
| High Level Damage  |  | -5                             |
| Sexual Abuse   |  | -5                             |
| Child on Child abuse - trousers down   |  | -5                             |
| Physical Assault on a member of staff  |  | -5                             |
| Physical Assault on a Student  |  | -5                             |
| Swearing directly at staff   |  | -5                             |

[www.beaufort.hants.sch.uk](http://www.beaufort.hants.sch.uk)

Appendix B – Uniform Procedure

| UNIFORM ITEM   | INFORMATION  | UNACCEPTABLE   |
|--|--|--|
| Polo shirt   | Short sleeved, royal blue with school logo.  | Plain royal blue or any other coloured polo shirt. Any top that is visible above button opening on the collar, or below the sleeve edge.   |
| Shirts / Blouses with tie  | Plain white with collar worn with a school tie.  | Coloured or patterned shirts or blouses.   |
| Tie  | Purchased from Stevensons.   | Any other tie apart from the one sold from Stevensons.   |
| V-neck Jumpers   | Royal blue, knitted, with school logo.   | Cardigans or hoodies or any other jumper that is not the school jumper   |
| Trousers   | Full length, smart, plain black, woven, plain style trousers made from any fibre. The material should only contain minimal elastane (lycra/spandex). Boys' and Girls' classic styles only.               | Leggings; bootlegs, very straight leg or wide flared trousers; brushed denim, cord, canvas or any stretch material; casual trousers such as jeans & chinos; decorative features such as logos, rivets, large belts & turn ups; length of trouser leg must not fall below the shoe heel; trousers must not be worn below the waist. |
| Skirts   | Black, pleated skirt – details of the suppliers and styles that are acceptable are on the school website. Skirts must be knee length.  | No other styles are acceptable. Skirts <b>MUST NOT</b> be rolled up.   |
| Shorts   | Black unisex day wear. These may <b>ONLY</b> be worn during the following terms: Summer 1 and 2, and autumn 1. To be purchased from <a href="http://www.stevensons.co.uk">www.stevensons.co.uk</a> only. | No other style will be accepted which includes: Shorts with logos; denim shorts; sports Shorts   |
| Outdoor coat   |  | Hoodies, Non-school uniform sweatshirts, denim, camouflage, or leather.  |
| School shoes   | Plain black, sensible, traditional, and leather type with a maximum heel size of 2cm   | Plimsolls or pumps; boots; casual slip-on, or slipper style shoes. The shoe needs to be a 'full shoe'; [Black] trainers or trainer style shoes are not appropriate and cannot be worn as school shoes; no stiletto type heels of any height, or thick platforms; suede or canvas material; sequins or decoration; extreme designs. |
| Socks  | White, royal blue, black or grey   | Trainer style, coloured or patterned socks.  |
| Tights   | Plain black  | Coloured or patterned tights, or tights that have been laddered.   |
| Scarves and hats   | Only to be worn in extreme weather   | No scarves or hats to be worn at any other time.   |
| Belt   | Plain black.   | Coloured, patterned, studded or extreme fashion belts.   |
| Bags   | Should be of a suitable size, that is appropriate for day-to-day use.  |  |
| Jewelry  | A maximum of one small ear stud in each ear. One plain ring on one hand only.  | Apart from one small ear stud in each ear, no other piercings are acceptable. No other fashion jewelry is acceptable, apart from one piece of jewelry related to faith.  |
| <b>N.B. If an item is not listed, please check with the school before you purchase.</b>  |  |  |
| <b>Incorrect uniform/unacceptable items of clothing will be confiscated and can be collected at the end of the school day.</b>   |  |  |
| Full uniform must be worn at all times including travel to and from school.  | Long hair must be tied back for practical activities such as PE, Science and Technology.   | Fashion accessories, make-up, nail varnish, nail extensions, false eyelashes, friendship bracelets, jewellery or hairstyles reflecting extremes of current fashion e.g. two-tone hair colour, un-naturally coloured hair, or grade 1 or less, are not acceptable or appropriate for school.  |
| It is essential that all items of clothing are labelled clearly and permanently with the owner's full name.<br>(Note: Uniform which is un-named and remains unclaimed for a term, will be donated to the second hand shop) |  |  |

**Appendix C: Behaviour Management Toolkit for Teachers and ALs****The HENRY  
BEAUFORT School****BEHAVIOUR MANAGEMENT TOOLBOX****ROUTINES**

1. Meet students at door with a smile/ be positive
2. Address uniform issues as students enter
3. Predetermined seating plan
4. Date, Title and if appropriate self-starter on the board
5. Challenge punctuality
6. Take register within first 5 minutes
7. Short 'targeted' instructions
8. Explain objectives
9. Clear expectation/routine/structure
10. Use students' names

**MAKE USE OF REWARD AND SANCTIONS**

1. Intersperse praise with calm assertive instructions
2. Share good work/celebrations
3. Challenge early but avoid getting drawn into discussion
4. Give extra stamps/notes in Handbook/postcards or other contact with home
5. Use correct language – remind, warn, move, remove
6. Follow the systems to support the language
7. Consistent!

**'TOP TIPS'**

- Praise, praise, praise. Be positive and enthusiastic; try to be specific and targeted.
- Take a minute to send a postcard or contact home- it pays off in the long run.
- Remain calm, avoid argumentative dialogue, give choices and consequences.
- Establish a clear routine, take regular opportunities to reinforce expectations.
- Plan well, make sure expectations are appropriate, bite sized and accessible – be flexible – keep it pacy.
- Address the needs of all your students and groups (SEN, DIS, Service, EAL, Vulnerable)
- Build relationships- by learning student names, get to know them; Keep a professional distance but engage them on a personal level.
- Smile
- Never humiliate students, be mindful of the words you use and the impact on students.
- Do not compromise expectations, just change strategy.
- Promote de-escalation and promote positive choices.
- Recognise and reward success and achievement however small.
- Be the adult- consider a restorative approach before next lesson/ breaking the ice for the student.



**DOES YOUR LESSON HAVE A PURPOSE?**

This toolkit is to be used as a checklist when dealing with behaviour before you get to 'warn, move, remove'.

1. Know your class – check on Arbor
2. Offer of help - 'are you ok, can I help you'?
3. Offer encouragement / praise / reward / positive contact home.
4. Reminder of the current task / learning objective.
5. Use thank you, instead of please
6. Use of eye contact and facial expressions
7. Body language – establish your space
8. Your presence of movement around the classroom
9. Check student understanding 'can you tell what you have been asked to do?'
10. Do you have the AL and Quiet Room timetable?

**This toolkit is to be used by AIs/HODs as a checklist when dealing with specific student behaviour that is causing persistent disruption within the department.**

- **Has a restorative / coaching conversation been had with the student?**
- **If yes, has the student been offered a fresh start? What are the barriers/ what will we do differently?**
- **Is there evidence that the student has lost their stamp?**
- **Has the student moved seats?**
- **If yes, is the change of seat for fixed period of time?**
- **Has the class teacher used advice from PSP, Passport, reading ages?**
- **Has the teacher provided necessary intervention- writing frames, literacy awareness?**
- **Has the student been in the quiet room?**
- **Do you have the quiet room timetable and class teacher timetable in order to support?**
- **Have you use a rewards-based incentive e.g. postcard, call home?**
- **AL contact HOY/ SENDCo for advice- potential round robin are there any barriers external etc.**
- **Has the teacher visited the student where they have a positive interaction for a drop in?**
- **Have you as AL contacted home?**
- **Have you put the student in AL lunch DT – including contact with home?**
- **Has the student been on a 2-week subject report and contact home?**
- **Have you completed AL intervention or sanctions e.g. observation or learning walk/ team teach?**
- **Have you and the teacher met with parent(s) and set clear expectations?**
- **Have you as AL withdrawn the student from the next 3 lessons and rehoused with your team?**
- **Have you the AL / SLT link / teacher had a meeting with parent?**
- **Has the student been on SLT subject report for 2 weeks?**
- **SLT Link and AL to make decision on provision e.g. OLC / withdrawal / CS etc.**

[www.beaufort.hants.sch.uk](http://www.beaufort.hants.sch.uk)

## Appendix D:

## Child on Child Abuse

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school and online. All staff should know the role they have to play in preventing it and responding where they believe a child may be at risk from it.

### Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- **sexual violence**, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- **sexual harassment**, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse – this includes grabbing bottoms, breasts, genitalia, pulling down trousers, flicking bras and lifting skirts.
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm.

References: –  
KCSiE (DfE 2024)

### **Dealing with Child-on-Child Sexual Violence and Sexual Harassment**

To ensure all staff deal and manage child-on-child sexual violence and sexual harassment effectively, please can you refer to this checklist when dealing with an incident.

- The incident is recorded to safeguarding on the same day so it can be recorded as child-on-child abuse record.
- Report to AL/HoD and SLT link on the same day.
- The person investigating the incident must contact home for the victim first to inform/reassure parents on the same day.
- The person investigating the incident must contact the perpetrator's parents on the same day.
- Record on Arbor as child-on-child abuse.
- The person investigating the incident must contact HoY for them to arrange emotional support for the victim with BOR.
- HoY/HoD to arrange a suspension in conjunction with the SLT link (the sanction reflects the severity of the incident and is in line with the other secondary schools in Winchester).

**Appendix E****Dealing with Truancy over 30 minutes**

To ensure all staff manage students who are truanting over 30 minutes, please can you refer to this checklist when dealing with this incident.

**\*BEST PRACTICE**

- Report missing student to reception
- On-call alerted and student found
- Student taken to reception to hand in their phone as the start of the isolation process.
- Reception informs On-call to take the student back to their lesson to get work (if appropriate), then to their tutor for isolation.
- Reception will email tutor and HOY of truancy, to include student name and lesson truanting.
- Student will need to collect a laptop (library, H.Callen-Organ room, or department). Years 7, 8 and 9 can work in the student WFH folder in sharepoint [Work from home](#). Year 10 and 11 can access work via Arbor.
- Tutor to email 'teachers of' email and request for work.
- Student to be taken to the Pastoral DT room for break and double lunch. Student must be chaperoned there (if tutor unable to do this, ask for on-call to support).
- Student cannot go to the toilet on their own throughout isolation.

- HOY will log on Arbor, inform parents of the truancy, and notify the class teacher via Arbor.
- Department where truancy occurred to provide the work missed for student to complete during their pastoral detention (which is part of the isolation).
- If truancy occurs after lunch, isolation will continue until P3 the following school day.

**\*N.B**

- If a student refuses to go to their tutor, then must be taken to their HOY.
- If the student refuses to go with their HOY, they will be suspended for truancy and defiance.

Appendix F

## Challenging Behaviour Risk and Needs Assessment

Name:

Tutor Group:

Date:

| Risk Rating | What are the risks/ triggers?<br>Who might be harmed and How? | Actions | Action<br>s by<br>Who | Actions<br>by<br>When | Date of completion,<br>outcome and further actions required |
|-------------|---|---------|-----------------------|-----------------------|---|
|             |   | •       |                       |                       |   |
|             |   | •       |                       |                       |   |
|             |   | •       |                       |                       |   |
|             |   | •       |                       |                       |   |
|             |   | •       |                       |                       |   |

Risk Assessment Completed by:

Risk rating:

1. Rare - May occur in exceptional circumstances.
2. Unlikely - Unlikely to occur in some circumstances. For example, less than once per month
3. Possible - Possible to occur in some circumstances. For example, one to three times per month
4. Likely - Likely to occur. For example, one or more per week
5. Almost certain - Almost certain to occur. For example, daily



**Appendix G****WINCHESTER AND EASTLEIGH INCLUSION  
PARTNERSHIP**

# Managed Move Protocol

## WINCHESTER AND EASTLEIGH INCLUSION PARTNERSHIP

# Managed Move Protocols

*Based on the HCC model*

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## INTRODUCTION

In some circumstances, it may be appropriate for a registered student of compulsory school age to transfer from one school to another, other than for the usual reasons such as moving home, and primarily at the initiative of their current school. Such situations might be, for example, when a student has a deteriorating suspension profile or following a breakdown in relationships between staff and parents. However, due to the legal responsibilities of both school and parents regarding admission and attendance, it is best if such “Managed Moves” are dealt with according to a clear protocol and if schools in a given area can co-operate in mutually beneficial arrangements. This avoids the risk of disputes between schools over who is now responsible for the student or children and parents being left with no clear provision for their education.

## PRINCIPLES

The key principles of a Managed Move are:

- Consideration for a Managed Move must form an integral part of a student’s Behaviour Management Plan or Pastoral Support Plan. There is an expectation that headteachers in Hampshire will consider this as an option prior to the implementation of a permanent exclusion. If necessary, a fixed period suspension should be put into place whilst discussions are taking place. Parents, however, should be clear that this should not preclude any representation that they may wish to make regarding the suspension to any subsequent Governors’ Discipline Committee or Independent Review Panel.
- A Managed Move is intended to be used as an early intervention strategy to give an opportunity of a fresh start and to stop repeated challenging behaviour which is leading to suspensions. Schools who are unsure as to whether a Managed Move is an appropriate strategy to use can obtain further advice and support from the Inclusion Officer or Area Strategic Manager.
- Managed Moves require the full knowledge and agreement of all the parties involved, including the parents/carers, student and both the host and home schools. All arrangements are voluntary. In cases where a child is in receipt of a personal education plan, on a child

protection register or where there is active social worker involvement, there should be a contribution and involvement from Children's Services with the education planning process.

- Children with EHCPs cannot be subject to managed moves. Movement of placement is within SEN's remit so please contact them regarding an Annual Review.
- Managed Moves shall be time-limited (THE HOME SCHOOL will determine an appropriate time on a case by case basis, with a typical time frame being 6-8 weeks). The maximum time for a managed move will be 12 weeks unless there are exceptional circumstances. If the child has had a successful time, he/she should be taken on roll by the HOST school as soon as possible.
- A clear date for an initial interim review should be set after approximately 3-4 weeks, and a date set when the final decision over whether the transfer can become permanent will be made. The host school may also offer a further interim review. These dates should be clearly communicated to parents, student and both the host and home schools through the Managed Move paperwork in this booklet. All managed moves should be recorded at the Eastleigh Inclusion Panel so that HCC have full records.
- Where appropriate, THE HOST SCHOOL reserves the right to extend or terminate the managed move where it determines this is necessary.
- If a managed move is terminated by the HOST SCHOOL, this must be communicated in full to the parents/carers and HOME SCHOOL. It will be expected that a student will complete the week at the host school before returning to the home school unless there are mitigating circumstances. In no circumstances must a student be discharged by the host school to return to the home school the next day. The home school will want to arrange a meeting with the parents/carers and student before the latter is reintegrated into the home school.
- Parents should never be pressured into removing their child from the school either to undertake a Managed Move they do not want or to educate their child at home. For the integrity and success of the Managed Move system the purpose of the Managed Move must be appropriate and understood by all parties.
- The ultimate aim of a managed move will be a successful transition to a new school and a re-engaged and happy student. Sometimes, however, students return from a failed managed move to their home schools and are extremely successful having realised that the home school is where they want to be.
- All schools in the Eastleigh area must attend the regular Local Inclusion Partnership meetings. Representatives must have the delegated authority for agreeing a managed move or reintegration at the meetings.

## PROCEDURES

The success of a Managed Move depends upon clarity of expectations between students, parents and home and host schools. The following procedures are intended to give that clarity so aiding the success of students benefiting from a 'fresh start' in another school.

1. Initial discussions/meeting must take place between a Headteacher (or their representative), parent(s) and the student at the home school. The parent(s)/carers' written consent should be obtained to begin the process of finding a host school. Although parent(s) may wish to specify their preferred host school, they should be advised that it may not be possible to accord their wishes. All parties with parental responsibility should be consulted.
2. Appropriate supporting paperwork should be prepared in anticipation of a move. This should include:
  - current (or most recent) academic reports including attainment, progress and KS2 information;
  - most recent IBMP/PSP/IEP;
  - SEND information;
  - attendance records;
  - social care or child protection paperwork;
  - behaviour and suspension record;
  - recent agency involvement; and
  - record of interventions to date
3. The HOME SCHOOL contacts proposed HOST SCHOOLS via the Eastleigh Inclusion Partnership Meetings or direct contact made by Headteachers or their representatives with other schools if an EIP meeting is not imminent.
4. No school proposed as a HOST SCHOOL should engage in any discussion whatsoever with parents or carers, or any 3<sup>rd</sup> party before liaising with the student's HOME SCHOOL. Parents approaching the HOST SCHOOL should be politely redirected to the HOME SCHOOL to begin the managed move process.
5. Appropriate representatives from THE HOST SCHOOL will convene a meeting with:
  - the child and parent(s) and, where appropriate;
  - appropriate representatives from the home and host schools.
  - any professionals already involved with a student (this is for the home school to arrange);
  - the Social Worker; for Looked After Children or children on the Child Protection Register, the child's Social Worker MUST be involved in the planning of the Managed Move and all relevant documentation MUST be shared with the host school (the home school must make these arrangements);

6. The HOST SCHOOL will record the outcomes of the initial meeting in writing using the pro forma at the end of this document. This must be signed by all parties present for the meeting and forms a "Managed Move Contract" that all parties agree to.
7. The HOST SCHOOL will determine the date for interim review and the date on which a final decision will be made. At the review meeting there will be one of three possible outcomes:
  - a) Transfer and enrolment
  - b) Return to home school
  - c) An extension with agreed date
8. Where appropriate, The HOME SCHOOL will forward a copy of the Managed Move agreement to the Inclusion Officer at the Local Children's Services Office so an overview of students admitted to schools under the Managed Moves Protocol can be tracked. This information may be used when considering placement of hard to place students under the Fair Access Protocol for admission to schools 2013.
9. During the Managed Move, The HOST SCHOOL reserves the right to issue a fixed period suspension for behavioural problems. If a fixed period suspension is issued, the letter issued to parents informing them of the suspension should be issued by the HOST SCHOOL and copied to the LA and home school for their records. The HOME SCHOOL MUST record the suspension on SIMS and send the notification form to the LA.
10. The HOST SCHOOL will confirm in writing to the parent(s) and to the home school Headteacher (first) if the managed move is to be terminated for any reason, specifying the date from which the child must return to their home school with specific details about incidents and attendance. Extensions of the managed move period will also be confirmed in writing. Additionally, a phone call may well have also occurred with the relevant parties. The reason for the termination will result from either a serious breach of the school behaviour policy or a prolonged inability to achieve the targets set.
11. If the Managed Move is successful, on the agreed date, the student should be removed from the roll of the home school and admitted to the Admission Register of the host school. Any remaining records should then be formally transferred as a matter of urgency. Funding should be transferred (if and as appropriate on a case by case basis given the time period when the on-rolling occurs) to the host school when confirmation has been received that the student has been formally admitted onto the roll of the host school. This will be the balance remaining of the AWPU plus any other appropriate amounts such as Student Premium funding or Special Educational Needs funding (SENSA).
12. A HOST SCHOOL must not offer a Managed Move to a student if they are **not** on the roll of a home school. A student must have a school to return to if the managed move is unsuccessful.

13. Parents should never be pressured into removing their child from the school either to undertake a managed move they do not want or to educate their child at home.
14. If there are any issues around attendance especially regarding transport, a history of poor attendance or any reasons which may explain this, these matters should be dealt with locally between the HOME and HOST schools and taken into consideration when setting an attendance target.
15. If a Managed Move occurs with another local authority, the protocol that will be adopted will be the HOST school's.

## MANAGED MOVE AGREEMENT

**Student Name:**

**DoB:**

**Home School:**

**Host School:**

**Date of Meeting:**

This student is being supported by a Managed Move to <Insert host school name> for a fresh start following a period of difficulties at his / her home school. The move of school is supported by parents / carers and the student will be supported at <Insert host school name> by:

\_\_\_\_\_ <Insert name of dedicated member of staff>

The <Insert host school name> will explain *the* behaviour policy, code of conduct and expectations during an induction meeting.

\_\_\_\_\_ <student's name> agrees to:

1. Treating the managed move as an opportunity for a fresh start.
2. Co-operate with the programme arranged by completing class work and homework to the best of their ability and actively engaging in learning;
3. Follow all instructions from adults on the site
4. Engage with the rewards programme and wider extra-curricular life of the school;
5. Distance themselves from trouble with other students and avoid fights or arguments, abiding by the host school's code of conduct;
6. Comply with the uniform requirements of <Insert host school name>;
7. Find (insert name of mentor) to ask for help if there are any difficulties;
8. Attend regularly and on time (no less than        %);
9. Ensure that behaviour in the community is excellent at all times especially when in <Insert host school name>'s uniform including no incidents with police or other agencies; complaints from transport companies or from community residents/businesses about the behaviour of the student named in this agreement.



## **Student Targets:**

| <b>SUGGESTED TARGETS</b>                          | <b>OUTLINE OF TARGET OR SUCCESS CRITERIA</b> |
|---|--|
| <b>TARGET 1 BEHAVIOUR</b>                         |  |
| <b>TARGET 2 CLASSWORK</b>                         |  |
| <b>TARGET 3<br/>HOMEWORK/EXTRA<br/>CURRICULAR</b> |  |
| <b>TARGET 4<br/>ATTENDANCE/<br/>PUNCTUALITY</b>   |  |

### **<Insert host school name> Agrees to:**

1. Encourage \_\_\_\_\_ <student name> in school work and keep in regular contact with parents / carers, the home school and other agency staff treating the student like any other student in the HOST school;
2. Take part in regular reviews, which will be attended by all those signing this agreement, including both schools;
3. Offer praise and reward whenever appropriate;
4. Record attendance and behaviour information and inform home school weekly (see Managed Move Guidance);
5. Take measures to safeguard the student.

### **The Home School Agrees to:**

1. Keep the student on roll and record attendance on the register (see protocols above);
2. Take part in regular reviews, which will be attended by all those signing

- this agreement, including both schools;
3. Accept the student back in school to plan a way forward should this be necessary.
  4. Provide the <Insert host school name> with all necessary background information (protocols above) for the student to ensure a smooth transition and to ensure that adequate support can be put in place.

**The Parents or Carers Agree to:**

1. Allow the home school to provide all the necessary background information regarding their child to the <Insert host school name>.
2. Ensure that the <Insert host school name> is supported in all matters of discipline and policy;
3. Ensure that \_\_\_\_\_<student name> maintains excellent attendance and is not late to school;
4. Ensure that correct uniform is provided for \_\_\_\_\_ <student name>

Start date for managed move: \_\_\_\_\_

Review date for managed move: \_\_\_\_\_

Final review date for managed move: \_\_\_\_\_

**Signatures**

- Home School Representative: \_\_\_\_\_ Role: \_\_\_\_\_

Print Name: \_\_\_\_\_

- <Insert Host School name> Representative: \_\_\_\_\_

Role: \_\_\_\_\_ Print name: \_\_\_\_\_

- Parent/Carers: \_\_\_\_\_/ \_\_\_\_\_

Print Name: \_\_\_\_\_/ \_\_\_\_\_

- Student: \_\_\_\_\_

Print Name: \_\_\_\_\_

- Other parties: \_\_\_\_\_
- \_\_\_\_\_

Print Name: \_\_\_\_\_/ \_\_\_\_\_

Role: \_\_\_\_\_/ \_\_\_\_\_

CC Parents/Carers; Host School; Home School; Home School Student file + SIMS documents

## MANAGED MOVE HOME SCHOOL AND STUDENT INFORMATION SHEET

This form should be completed by the HOME SCHOOL before the meeting with parents and the student.

Student name: \_\_\_\_\_ DOB: \_\_\_\_\_

Home school: \_\_\_\_\_

Home School representative: \_\_\_\_\_ Role: \_\_\_\_\_

Who at the home school staff should be notified in case of concerns with the student?

\_\_\_\_\_ Role: \_\_\_\_\_

Tel : \_\_\_\_\_ email: \_\_\_\_\_

Parent/ Carer Name: \_\_\_\_\_

Address/Phone Numbers/email addresses: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Summary background information:

|  |           |
|--|-----------|
| Attendance                                     | %         |
| Gender   |           |
| Ethnicity                                      |           |
| KS2 ability band                               | L / M / H |
| SEND status                                    |           |
| FSM status                                     | Y / N     |
| Disadvantaged (in receipt of Student Premium)? | Y / N     |
| Child in care?                                 | Y / N     |
| Military?                                      | Y / N     |
| Adopted?                                       | Y / N     |
| EAL  | Y / N     |
| Suspensions                                    | Occasions |
|  | Days      |

|   |               |
|---|---------------|
| Is there social services involvement with the family?   | Y / N         |
| Is the child or family member subject to a CiN or CP Plan?  | No / CiN / CP |
| Does the child have an Individual Behaviour Management Plan or PSP?   | Y / N         |
| Does the child have an IEP or equivalent?   | Y / N         |
| Has there been involvement with other agencies/organisations? (please list)<br>Including Young Carers, CAMHS, YOT, EP |               |

|                | <b>KS2</b> | <b>Current</b> | <b>Predicted</b> |
|----------------|------------|----------------|------------------|
| <b>English</b> |            |                |                  |
| <b>Maths</b>   |            |                |                  |
| <b>Science</b> |            |                |                  |

Brief reasons for the Managed Move request (please do not write “student will benefit from a fresh start”). Please include brief reasons for breakdown in relationships/behaviour at current school.

Brief description of strategies tried with student and approaches that are successful.

Brief description of emotional state, attitude to learning

**Checklist (please check that copies of all of these documents have been provided by the home school)**

|   |                          |
|---|--------------------------|
| Most recent academic reports including attainment, progress and attitudinal information | <input type="checkbox"/> |
|---|--------------------------|

|  |                          |
|--|--------------------------|
|  |                          |
| Most recent IBMP/PSP/IEP   | <input type="checkbox"/> |
| SEND information   | <input type="checkbox"/> |
| Social care or child protection paperwork                              | <input type="checkbox"/> |
| Full behaviour and suspension record and relevant suspension paperwork | <input type="checkbox"/> |
| Full details of any recent agency involvement                          | <input type="checkbox"/> |
| SIMS or equivalent attendance report                                   | <input type="checkbox"/> |

Completed by \_\_\_\_\_ (Home School)

Reviewed by \_\_\_\_\_ (Home School)

## THE MANAGED MOVE PROCESS: SUMMARY

Student name: \_\_\_\_\_ DOB: \_\_\_\_\_

Home school: \_\_\_\_\_ Date: \_\_\_\_\_

|    | Stage   | Comment   | Check<br>(✓) |
|----|---|---|--------------|
| 1  | Parent/Carer/Partner School request or The Home School offers a managed move.   | Host schools to not engage in conversation with parent re MM- parent re-directed to go through home school          |              |
| 2  | Managed Move Home School and Student Information Sheet completed at meeting with parents/carers   | Take no further action until documentation/meeting occurs   |              |
| 3  | Home School contacts possible hosts schools for prospective MM (through EIP panel or direct contact)  | Email info to host school   |              |
| 4  | Liaise with host school re attending a meeting at host school with parents/carers, student and relevant external agency representatives. Usually this will involve at least a Year Leader and a Senior Leader from The Home School  | Take no further action if key parties do not turn up to the meeting or it becomes obvious that MM is not an option. |              |
| 5  | Review background of student with all present at meeting and complete managed move agreement form with family. Ensure family and child are very clear about the expectations that must be met for the move to be deemed successful.<br>Host school sets start, review and final review dates. | Typical period of managed move is 6-8 weeks.<br>Ensure that all parties have the opportunity to ask questions.      |              |
| 6  | Ensure that all managed move paperwork is copied to all parties.  |   |              |
| 7  | For students in KS4, review options and reserve choices explaining we will do our best to match like for like but this is not guaranteed – Host schools   | Do not agree start date until timetable can be confirmed  |              |
| 8  | Ensure that Senior DHT/Senior Pastoral Leader receives electronic copies of all paperwork.  |   |              |
| 9  | Talk to relevant staff to arrange induction and a timetable and tutor group.  | Consider peer relationships.  |              |
| 10 | Contact family to advise of start time  |   |              |
| 11 | Ensure all staff are made aware of the new arrival and that teachers of the new student get relevant detailed information including start dates and review dates.   | Make sure everyone knows who is the student's mentor  |              |
| 12 | Ensure that monitoring of the student is set up so that the student's performance against the terms of the agreement is regularly checked.  |   |              |
| 13 | Ensure that the Pastoral Admin Support Assistant is briefed for sending weekly attendance and behaviour reports to the home school.   |   |              |



**Managed Move Review**

Student Name: \_\_\_\_\_ Year: \_\_\_\_\_

Host School: \_\_\_\_\_

Home School: \_\_\_\_\_

|                              |                |
|------------------------------|----------------|
| Start date of Managed Moved: |                |
| Interim Review Dates:        | Review Date 1: |
|                              | Review Date 2: |
| Final Review Date:           |                |

**Progress towards Targets:**

| Target | Outcomes | Met / Not Met |
|--------|----------|---------------|
|        |          |               |
|        |          |               |
|        |          |               |

| Support Measures   | Description | Outcome |
|--|-------------|---------|
| Pastoral Support   |             |         |
| Curriculum Support                                       |             |         |
| Additional Support                                       |             |         |
| Overall conclusions:<br>Managed Move to Continue Yes/No: |             |         |

Managed Move Final Review: End of Placement

|             |  |
|-------------|--|
| Student     |  |
| Home school |  |
| Host school |  |

|  |  |
|--|--|
| Date of review                           |  |
| Present at review meeting                |  |
| Review of attendance                     |  |
| Review of behaviour                      |  |
| Review of academic progress              |  |
| Managed move to be extended              | Yes / No<br>If yes, by how long?                     |
| Offer of place to be made by host school | Yes / No<br><i>EIS to be notified by host school</i> |

Year Group:

### Emergency Contact Details:

PP? Y/N      Lunch Needed? Y/NSEND? Y/N – support with work needed?

Safeguarding Concerns? Y/N (Share with DSL if appropriate re risks)

Home School:

Name of Contact:

BSP School:

Name of Contact:

### Contact Details for BSP School:

Start Date of BSP:

End Date:

## Objective:

You have been placed on BSP at an alternative school site. The purpose of this is to support you to reflect on your behaviour so that you can successfully return to your home school and make better choices.

### Reason for BSP:

(For example, Lack of engagement in learning; Disrupting the learning of others; Defiance and disrespectful language; Inappropriate behaviour during the school day; Disagreement with other students; Social issue; Other- please state)

## Organisation:

The school day at your BSP school is from \_\_\_\_\_ to \_\_\_\_\_

Please report to \_\_\_\_\_ at \_\_\_\_\_

You will be spending your time in

Work will be set by (Give full details)

If you have any problems or want to talk to a member of staff, please ask to speak to

## Expectations:

Remember, you are a **guest** at your BSP school.

- Attend all sessions on time;
- Complete all work to the best of your ability and actively engage in learning;
- Follow all instructions from adults on the site;
- Demonstrate good and respectful behaviour at all times;
- Comply with the full uniform requirements of School

## Actions and Consequences:

Should any **serious** behaviour issues occur, the BSP will be terminated and will return to  
. As a consequence of this, or any other behaviours that warrant a  
 sanction (and depending on the nature of the particular behaviours), may be placed in  
 Isolation, be excluded or receive any other sanction that either school feels appropriate.

## Signatures:

I confirm that by signing this document I understand and agree with its contents.

Parent or Carer:

Student:

School Representative:

Position:

Date:(Copy retained by both the Home and BSP Schools)

## Summary:

|  |       |
|--|-------|
| Student and parents or carers understand the reasons for BSP as an intervention strategy   | Y / N |
| Student and parents or carers understand the expectations of both home and BSP schools and all the arrangements for work/times/dates etc | Y / N |
| Students and parents or carers understand the possible consequences of poor behaviour  | Y / N |