

Positive Behaviour Policy

Policy Amended by:	H.Briggs	June 2026
Consultation by:	SLT	June 2026
Reviewed and recommended by:	Welfare Committee	September 2026
Approved by:	Governing Body	September 2026
To be Reviewed	Annually	September 2027

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

The Henry Beaufort School's Positive Behaviour Policy is founded on evidence-informed practice and reflects research from the Education Endowment Foundation (EEF) and Department for Education, which highlights the importance of clear expectations, consistent routines, positive relationships, effective classroom management, self-regulation and targeted support for individual needs. The policy promotes a culture of high expectations alongside high levels of support, recognising that positive behaviour can be taught, developed and reinforced through consistency, restorative practice, recognition of achievement, and strong partnerships with families. Through this approach, we aim to create a calm, safe and inclusive learning environment where every student feels a sense of belonging and is able to thrive academically, socially and personally.

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.

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 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 an engagement point given point in arbor. These three rules will apply in all areas of the school during the whole school day.

1. Respectful Behaviour
2. Be on time

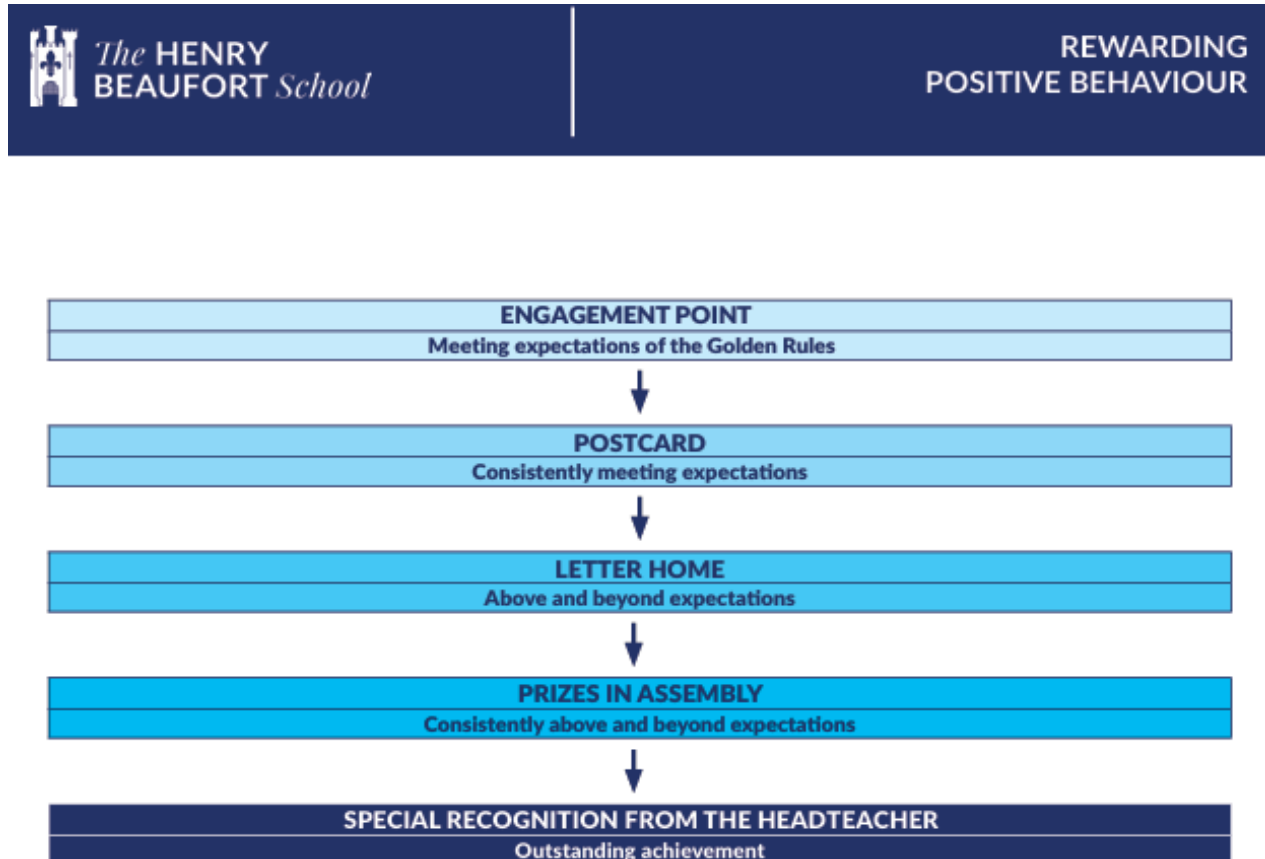
3. Ready to Learn

**The HENRY
BEAUFORT School****GOLDEN RULES****1****Respectful behaviour.****2****Be on time.****3****Ready to learn.*****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 an engagement point if you meet the expectations set out in the school rules. These will be recorded in Arbor.
2. If you demonstrate positive behaviour or achievement, teachers may award a positive point on Arbor, or send home a postcard, letter, or make a phone call.
3. During year group assemblies, your HoY may award prizes for attendance, effort, contribution to school, attainment, progress or behaviour.
4. In exceptional circumstances, the Headteacher may award special recognition or prizes.

Throughout the year, students who reach the required engagement point total will be eligible for a range of rewards. These rewards are reviewed annually and may include a variety of exciting opportunities or items. When a student reaches a reward milestone, parents will be notified via Arbor to celebrate and recognise their child's 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'.

Engagement Point totals are reviewed weekly during tutor time.

 The HENRY BEAUFORT School		ENGAGEMENT POINT TOTAL		
HALF TERM	ACHIEVE BY DATE	ENGAGEMENT POINTS REQUIRED	REWARD	AWARDED BY
Autumn 1	23 rd October 2026	205	Cinema Event in school On track for Enrichment Week and Leavers' Ball	Invitation in December from HoY
		Top 10 Students with the Highest Points	Front of Bistro Pass	HOY
Autumn 2	18 th December 2026	405	On track for Enrichment Week and Leavers' Ball	Miss Colebourn
		Top 10 Students with the Highest Points	Front of Bistro Pass	HOY
		Top 5 Students with the Highest Points	Afternoon tea with the Headteacher	Invitation from Headteacher
Spring 1	12 th February 2027	585	Easter Reward On track for Enrichment Week and Leavers' Ball	Invitation from HoY
		Top 10 Students with the Highest Points	Front of Bistro Pass	HOY
Spring 2	27 th March 2027	735	Access to Year 11 Leavers' Ball	Head of Year 11
	27 th March 2027	735	Access to Enrichment Week all years including Year 10 Enrichment Day (must also complete work experience July 2027)	Miss Colebourn and trip leaders/ Head of Year 10
		Top 10 Students with the Highest Points	Front of Bistro Pass	HOY
		Top 5 Students with the Highest Points	Afternoon tea with the Headteacher	Invitation from Headteacher
Summer 1	28 th May 2027	945	Enrichment Week Engagement Point total maintained	Checked by trip leader/ HoY
	28 th May 2027	Top 10 Students with the Highest Points	Front of Bistro Pass	HOY
Summer 2	9 th July 2027	1100	On track for Enrichment Week and Leavers' Ball 2028	Checked by HoY
		Top 5 Students with the Highest Points	Afternoon tea with the Headteacher	Invitation from Headteacher

Section 3: Non-Positive Behaviour

Non-Positive behaviour is defined as:

- Disruption in lessons, in corridors between lessons, or at break and lunch times
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Not following school policies and procedures, including the three Golden Rules

Serious non-positive behaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying or harassment.
- 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 or items
 - 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)
- False Allegations:
 - Making false allegations is harmful and unacceptable. Victims of abuse or harm deserve our utmost respect and care. Misusing terms related to harm or falsely implying abuse disrespects victims and undermines our core values.

- If a student is found to have made a false or potentially malicious allegation, we will consider whether this may be a cry for help and whether the child may have experienced abuse themselves. In such cases, a referral to Children's Social Care will be made, in line with Keeping Children Safe in Education (KCSiE, 2026). If an allegation is shown to be deliberately invented or malicious, it will be addressed in accordance with this policy, as a serious behaviour incident.
- This guidance supports our **Safeguarding and Child Protection Policies**, aiming to protect victims and contribute to the eradication of harm in society. If an allegation is made, the school will follow the procedures outlined in these policies. Everyone deserves to feel safe and protected, and the school will always work with the relevant authorities during investigations, including in cases where an allegation may be false or malicious.

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 the tutor, Assistant Head of Year, Head of Year or SLT.

3.2 Powers to discipline - DfE guidance February 2024

Key Points

- Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow reasonable instruction (Section 91 of the Education and Inspections Act 2006).
- The power applies to all paid staff with responsibility for students, unless the Headteacher decides otherwise.
- Staff can discipline students at any time when they are in school or elsewhere under the lawful control or charge of a staff, including on educational visits.
- Staff may also discipline students for misbehaviour outside school where this behaviour has an impact on the school or its community.
- Teachers have the legal power to impose detentions, including outside school hours.
- Parental consent is not required for detentions.
- Staff have the power to confiscate students' property, in line with DfE guidance.
- Headteachers may suspend students for a fixed period or permanently exclude them.

3.3 What are the consequences of poor behaviour

- S = Severity Level

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Consequences of poor behaviour in and out of the classroom: Arbor

S1	Teacher Tutor	Detention with the classroom teacher/tutor or department	15 mins	Break time	Behaviour logged on Arbor
S2	AL/ HOY	In cases of serious disruption, use of Reset, defiance, or poor behaviour outside the classroom, students will receive a centralised lunch detention. This includes time to reflect on the incident.	30 mins	Lunch time	Behaviour logged on Arbor and contact home.
S3	Afterschool DT	Detention run by AL/SLT for more serious incidents. Parents to be contacted and initial issues must be reflected upon.	45 mins	Monday, Wednesday Friday after school	Behaviour logged on Arbor, contact home via phone or email. Friday SLT DT - sticker in planner and teacher to attend RJ.
S4	Tutor/ HOY Internal isolation, internal suspension	Internal isolation or internal suspension as appropriate.	1 – 5 days	Any day of the week	Telephone calls or meeting with parents. Recorded on Arbor.
S5	Suspension	Suspension in serious circumstances with return meeting with teacher/ tutor/ HoY/AL and a Senior Leader.	TBC		Only the Headteacher can decide on a suspension. The AL/ HoD/ HoY/ SLT is responsible for completing all paperwork and action as above.

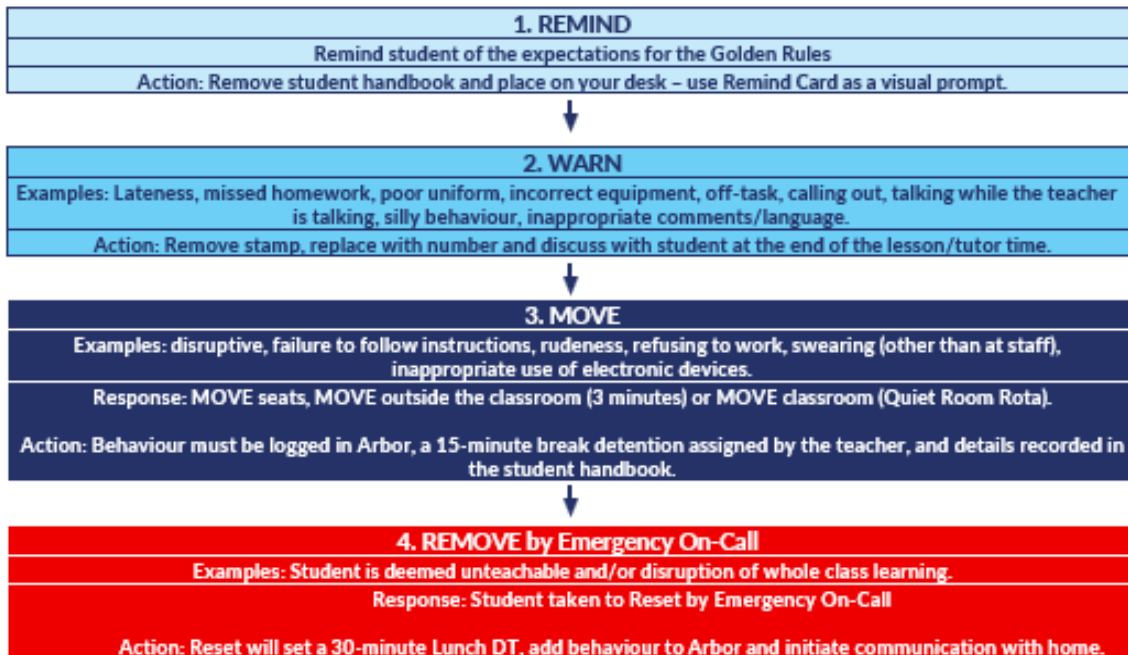
Permanent exclusion can take place in extreme circumstances.

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

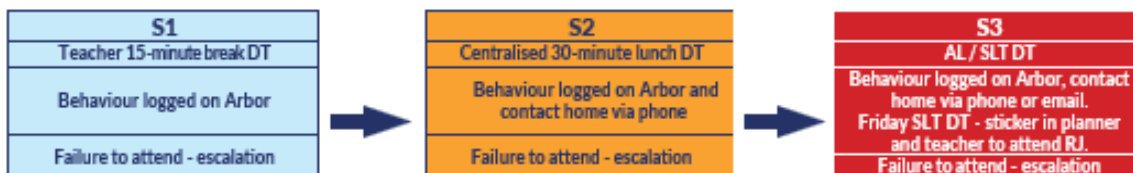
3.4 A Stepped Approach to behaviour management in the classroom

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A STEPPED APPROACH TO BEHAVIOUR MANAGEMENT IN THE CLASSROOM



DETENTION PROTOCOL



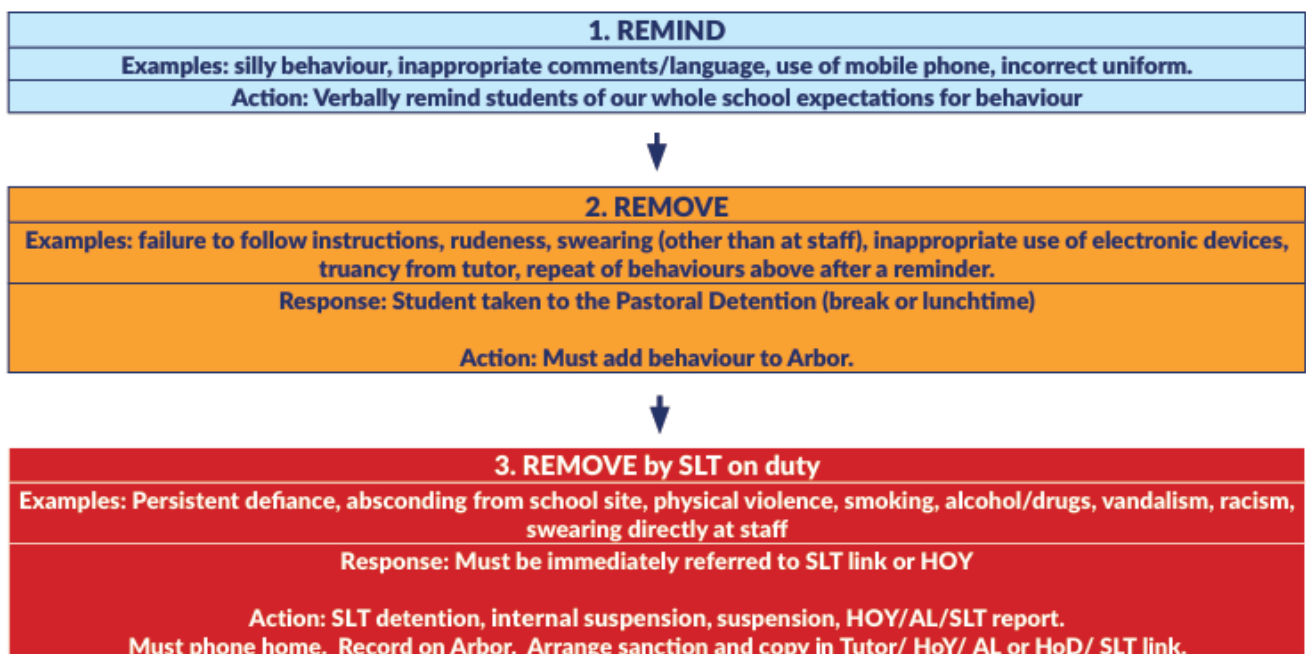
Staff should make every effort to provide students with opportunities to complete a detention at each stage, to prevent escalation or further sanctions. Seclusion or Suspension should only be considered in rare or exceptional cases as part of this process.

3.5 A Stepped Approach to Behaviour Management outside the classroom



A Stepped Approach to Behaviour Management outside the Classroom

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



3.6 Emergency 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.
- Emergency ON Call: If a student is deemed *unteachable* or is significantly *disrupting the learning of the entire class*, despite the teacher’s reasonable adjustments and best efforts, they will be subject to an **Emergency On-Call**. In such cases, a middle or senior leader will

collect the student from the classroom and escort them to **Reset**, a designated space in school where students are given time and support to regulate their behaviour and prepare to re-engage positively in their next lesson.

- It's important to note that being taken to Reset is not the consequence itself. The formal consequence for an Emergency On-Call is a **centralised lunchtime detention**, which will take place either on the same day or the following day, depending on the timing of the incident.

Follow up action will take place and be 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 Reset

Reset is a designated provision within the school designed to support students who have reached a point where their behaviour is considered *unteachable* or is *disrupting the learning of the whole class*. This space is not a sanction but an intervention, aimed at helping students regulate and re-engage with their learning in a calm and constructive manner.

Students are referred to Reset via the Emergency On-Call system. When this occurs, a member of the middle or senior leadership team collects the student from the classroom and escorts them to the Reset room. Parents are notified via Arbor, and the student is issued a Centralised Lunchtime Detention, either on the same day or the following day, depending on the timing of the incident. This ensures transparency and reinforces the home-school partnership.

The Reset room is purposefully designed to support de-escalation and emotional regulation.

Reset is a non-judgmental, supportive space where students are given the opportunity to:

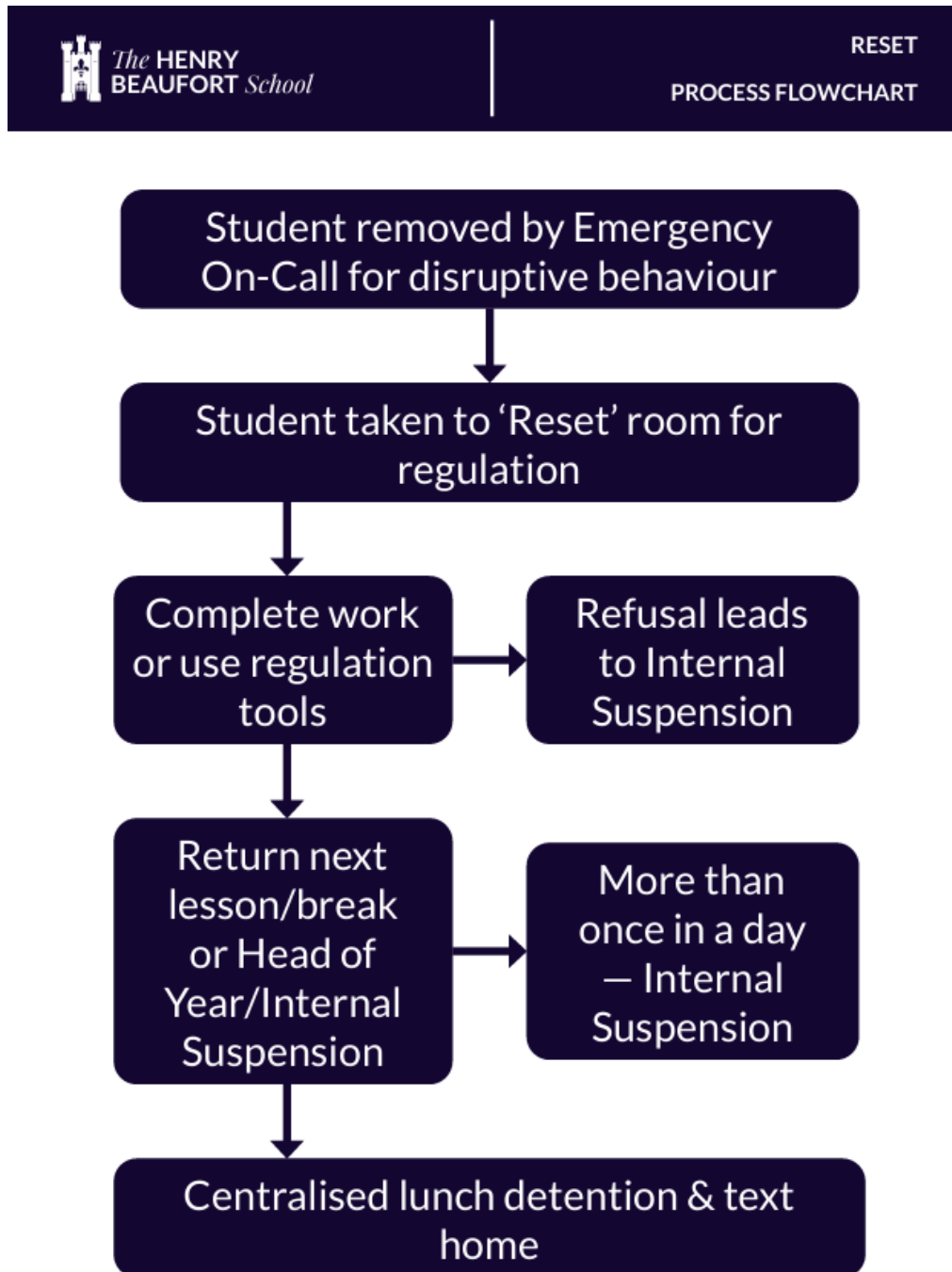
- Complete work using a school-provided laptop
- Use regulation tools and techniques to calm, refocus, and prepare for their next lesson

Students are individually checked in and seated in the most appropriate space for their needs. Staff members are present to offer guidance and support with regulation strategies. Once the student is calm, a member of staff will engage in a brief reflective conversation to help the student process the incident and prepare for reintegration.

Following their time in Reset, students will either:

- Return to their next lesson
- Go to break
- Be met by their Head of Year
- Be referred to Internal Suspension, depending on the nature of the incident

If a student refuses to engage with the Reset process, they will be placed in Internal Suspension for the remainder of the day. This boundary is clearly communicated and consistently upheld to maintain the integrity of the intervention.



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3.8 Use of Detentions

Detentions are an integral part of the school's behaviour management system and may be issued by any member of staff in response to a student not following the Behaviour Policy or the school's Golden Rules. These consequences are designed to be timely, proportionate, and consistent, helping to reinforce expectations and support positive behaviour.

There are several types of detentions in place. Break and lunchtime detentions can be issued on the same day by any teacher. These are communicated to parents via Arbor and followed up with a phone call where necessary. Students are given reasonable opportunities to eat, drink, and use the toilet before serving these detentions.

Department Afterschool Detentions are held on Mondays - Thursdays and are typically issued by Academic Leaders for curriculum-related issues or as a follow-up for missed lunchtime detentions.

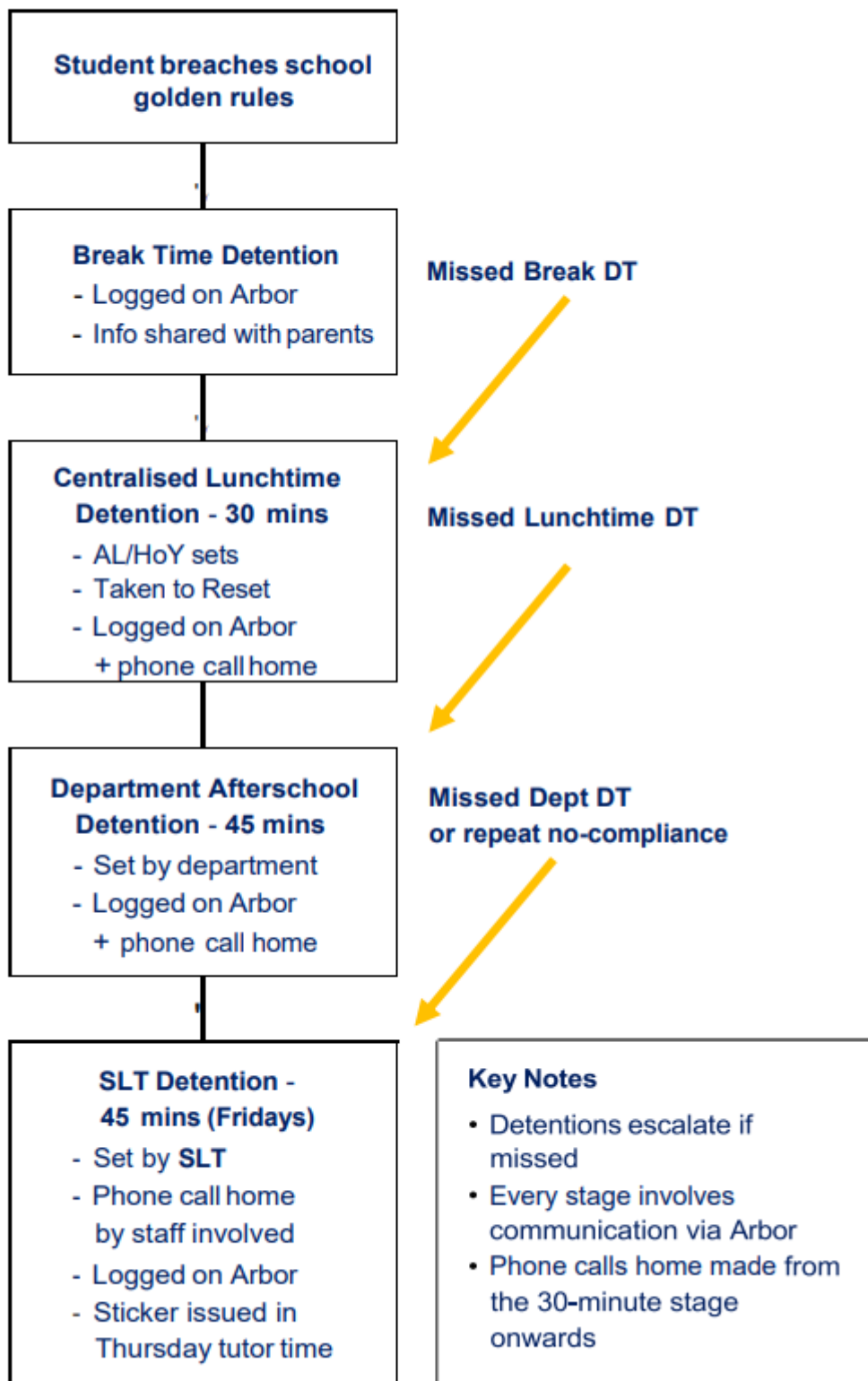
SLT Detentions take place on Fridays and are used for more serious or pastoral-related concerns. Both afterschool and SLT detentions require a phone call home to inform parents.

To streamline the system and improve consistency, lunchtime detentions have been centralised for curriculum and pastoral issues. If a student fails to attend a centralised lunch detention, the next step depends on the nature of the issue. Curriculum-related matters are escalated to Department Afterschool Detention, while pastoral concerns are referred to the SLT Detention. Academic Leaders may also assign Department Detentions directly for serious in-class behaviours (S3), provided Emergency On-Call is not required.

In accordance with legal guidelines, the school may issue detentions outside of normal school hours. These include any school day when the student is expected to attend, weekends (excluding those before or after half-term), and non-teaching days such as INSET or training days.

This structured and consistent approach to detentions ensures that consequences are fair, manageable for staff, and effective in promoting a positive learning environment.

SCHOOL DETENTION FLOW CHART



3.9 Internal Suspension

Internal suspension is used in cases where students have either not responded to previous sanctions, have been placed in Reset more than once in the same day, have been involved in a serious incident, or are displaying persistent poor behaviour that does not meet the threshold for suspension. It serves as a structured intervention to allow students time to reflect on their actions while continuing with their academic work.

Referrals to internal suspension can be made by any Middle Leader or Senior Leader. All incidents leading to internal suspension must be recorded on **Arbor as an S4 behaviour**. Additionally, a phone call must be made by the member of staff involved in the incident to inform parents and discuss a plan for moving forward.

The internal suspension should take place as close to the time of the incident as possible to ensure maximum impact. During their time in internal suspension, students will continue with their regular curriculum work and will be supported in reflecting on their behaviour. The environment is structured, calm, and supervised to promote focus and accountability.

The Head of Year or Academic Lead will conduct a restorative conversation with the student during their time in internal suspension to ensure they understand the impact of their behaviour and how to make positive changes. If the incident involved another student or a member of staff, and it is deemed appropriate, a restorative conversation between the parties involved will also take place.

3.10 Suspension - Fixed Term (including Twilight School) 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:

Tick once completed	1. INCIDENT OCCURS:
☐	a. Behaviour occurs while at school, travelling to or from school, or during a school off-site activity.
☐	b. The incident is investigated – statements collected, ensuring they have been signed by students and colleagues.
☐	c. Parents informed that day of the incident – stating a follow up call with decision.
↓	
	2. DETERMINATION OF SUSPENSION:
☐	a. Determine if the incident warrants a suspension, on the same day. Is this a level 5 behaviour? Is this a repeated level 4 behaviour?
☐	b. Meet with AL/HOY/SLT link and headteacher to determine suspension and length. If this is a repeated offence, the suggested days should increase.
☐	c. Complete pink form and advise Heads PA of suspension on the day of the agreed suspension.
↓	
	3. NOTIFICATION TO PARENTS
☐	a. If department issue AL, if pastoral issue HOY to inform parents of the incident and investigation findings.
☐	b. State the suspension, number of days and the need for a reintegration meeting with parents before the student is reintegrated back to school.
☐	c. Email 'Suspension work' to parents from Arbor email template.
☐	d. The staff member issuing the suspension must record to Arbor as a behaviour and log communication to parent.
↓	
	4. NOTIFICATION OF COLLEAGUES
☐	a. AL/HOY inform 'teachers of' via email to make them aware of suspension. This must include tutor and colleagues involved in the incident.
☐	b. Additional for teachers of Year 10 and Year 11 to send work home via email.
☐	c. AL/HOY inform Student Support Officer to code attendance and prevent absent text.
↓	
	5. REINTEGRATION
☐	a. HOY/AL and SLT link (if required) to meet with parents and student.
☐	b. Reintegration form to be completed on return and given to Heads PA to be attached to pink form.
☐	c. Heads PA to scan suspension pack to add to student Arbor.

SUSPENSION LENGTH

Below are the behaviours that have historically resulted in suspension, together with the range of days issued to individual students.

Where this is a first offence and a proportionate sanction, a Twilight Suspension must be considered in the first instance.

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	3.5 - 10
Inappropriate use of social media or online technology	1 - 2
Persistent disruptive behaviour	0.5 - 3.5
Physical assault/violent behaviour against a pupil	1 - 5
Sexual misconduct - Including shorts/trousers being pulled down	1 - 5
Theft	1 - 3
Verbal abuse/threatening behaviour against a pupil	1 - 3
Verbal abuse/threatening behaviour against an adult or staff	1 - 4

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*Suspensions are at the discretion of the Headteacher.

In accordance with DfE statutory guidance, headteachers may issue suspensions for a half day, full day, or multiple days, up to a maximum of 45 school days in a single academic year. Additionally, lunchtime suspensions may be issued, with each lunchtime counted as a half-day suspension. If the headteacher issues a half-day suspension, the student is likely to be assigned to **Twilight School** on the same day.

Twilight School Provision

In cases where a student receives a 0.5-day suspension, they will also be assigned to attend **Twilight School** on the same day. As part of this provision, the student will arrive at school at **12:50pm** and will be placed in **isolation during Periods 4 and 5**, where they will complete independent work. Following this, from **3:00 to 4:00pm**, the student will receive 1:1 academic support, with a particular focus on English and Maths. This approach ensures that students continue to receive educational input and support, even when sanctions are necessary.

Following a suspension, parents will be required to attend a reintegration meeting to support their child's return to school. During this meeting, a Return from Suspension form will be completed.

The student will be required to follow the Suspension Aftercare Programme and may be placed on a report card for an agreed period, overseen by an appropriate member of staff. Targets will be set to support the student's successful reintegration and resumption of their studies; these will be recorded on the Return from Suspension form and the Suspension Aftercare Programme form.

If the suspension involved behaviour towards a member of staff or another student, a restorative conversation must take place between the parties involved. This will also be recorded on the Return from Suspension form and the Suspension Aftercare Programme form.

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

Where a student is at risk of permanent exclusion then an off-site direction and/or Education inclusion referral will be considered.

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 regarding a suspension or permanent exclusion. The governing body is required to consider these representations and, in certain circumstances, must meet to review the headteacher's decision, including in all cases of permanent exclusion.

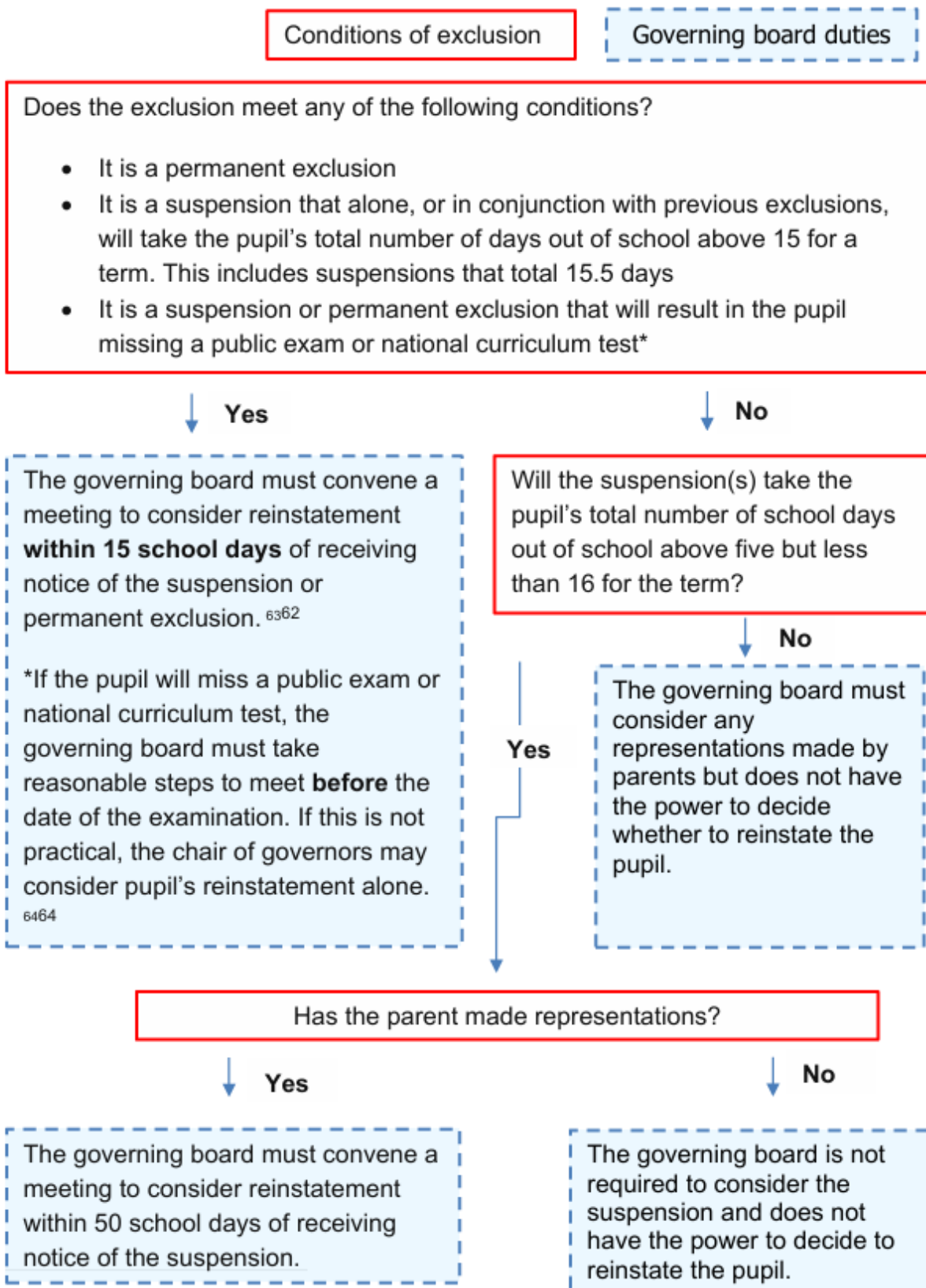
Where the governing body upholds a permanent exclusion parents have the right to request that an independent review panel reviews this decision. Parents may also make a claim of discrimination in respect of exclusion, either to the First-tier Tribunal in relation to disability discrimination or to the 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 July 2026 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 consider reinstatement⁶²⁶³⁶⁴

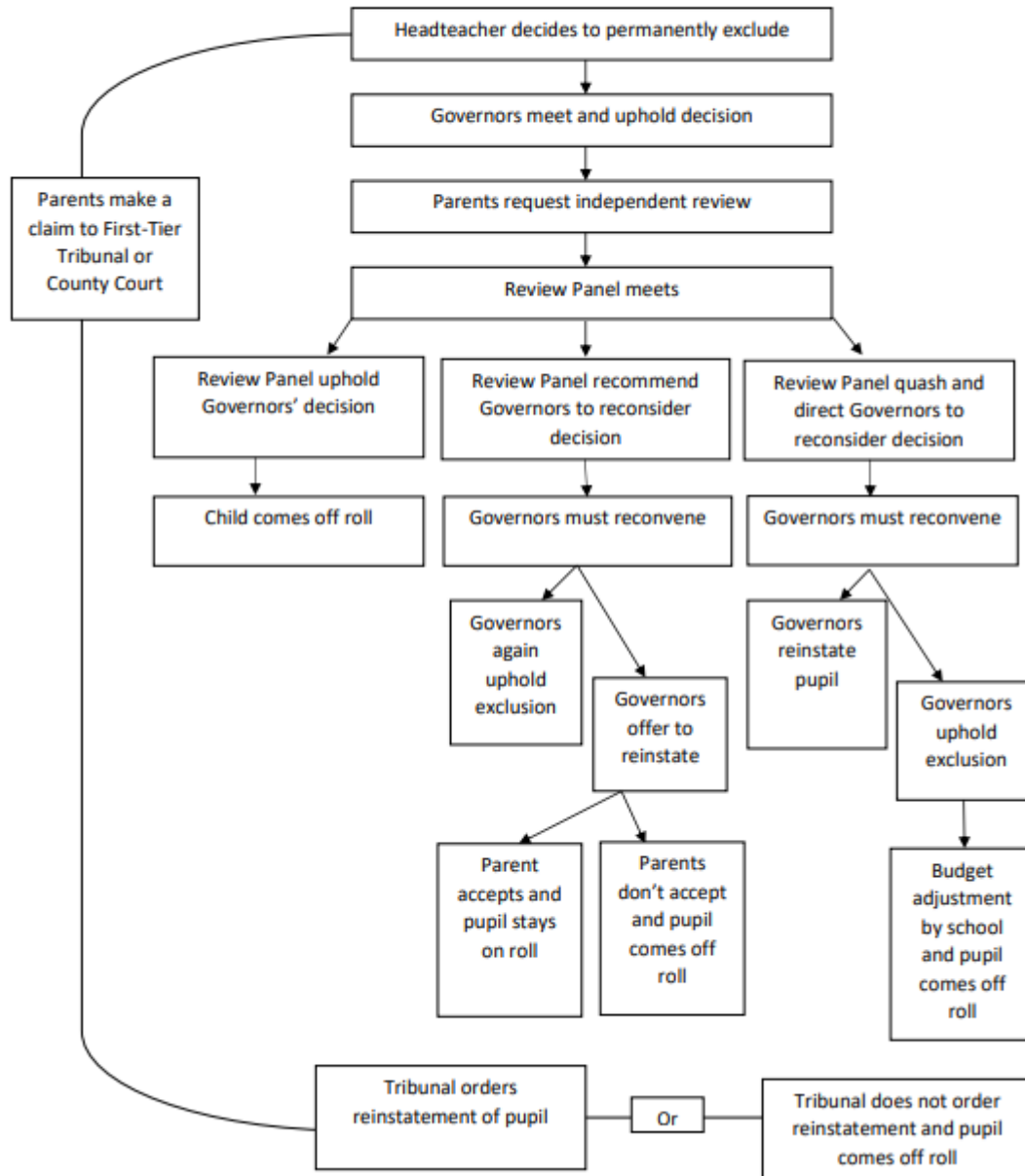


⁶² Parents on diagram refer to parent if the pupil is under 18 or the excluded pupil, aged 18 or over.

⁶³ The governing board may delegate its functions to consider a suspension or permanent exclusion to a designated committee.

⁶⁴ The ability for a chair to review in the case of public exams refers only to maintained schools.

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 golden rules
- Must not have their phone out or use their phone during the school day, unless they have been given medical exemption
- 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 school uniform correctly
- 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
- SLT if issues are not resolved:
- Assistant Headteacher – Pastoral
 - SLT subject line managers for curriculum issues
3. The Headteacher
4. Governors if appropriate.

Please be aware that when the school is managing a behaviour incident involving more than one child, we are only able to share information that relates specifically to your child. In accordance with our GDPR policy, we cannot disclose the names, CCTV footage, statements, or sanctions relating to any other students involved.

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 the first five minutes of the lesson or tutor time to ensure punctuality
- Effective use of strategies to engage all students
- Staff will uphold the mobile device 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 students 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 can make positive choices about his/her own behaviour and therefore about his/her own readiness for learning.

Teachers 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 on arbor.
- If a student has reached 5 negative 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 with parents 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 negative behaviour points will result in an AHoY report card.
- Failure to complete the AHoY report card or if a student has reached 20 negative behaviour points will result in a HoY report card.
- He/she will reward positive progress at assemblies.
- More serious issues will be followed up by the HoY 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 a 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.

Contact details for Vertical Tutors, subject teachers, Academic Leaders, Heads of Year, and the Senior Leadership Team can be found on the school website [here](#).

Other important roles

- The Pastoral Support Team will work with students and families to help students engage positively with education.
- The Governing Body monitor behaviour data including behaviour totals, suspensions both internal and external each term

4.4 Behaviour Trigger points for report cards

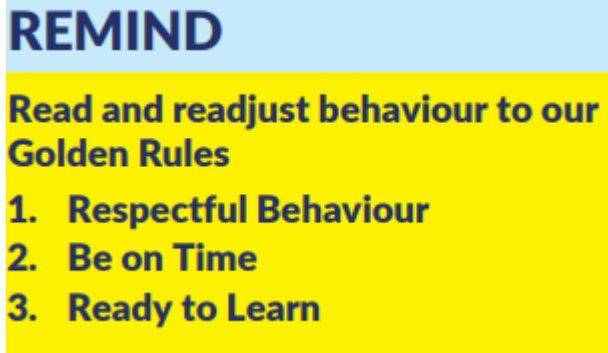
 The HENRY BEAUFORT School		BEHAVIOUR TRIGGER POINTS
TRIGGER POINT	ACTIONS TO BE TAKEN	STAFF RESPONSIBLE
5	Tutor report – two weeks Telephone parents – record as Pastoral Note on Arbor Once improvement - Positive postcard home	Tutor
10	Assistant HoY report – two weeks Telephone parents – record as Pastoral Note on Arbor Round Robin from class teachers identifying key areas Once improvement - Positive postcard home	Assistant Head of Year
20	HoY report – two weeks Telephone parents – record as Pastoral Note on Arbor SENDCO discussion – testing needed Internal support – referral ELSA, Behaviour support, Wellbeing Support - Time out card if applicable Once improvement - Positive postcard home	HoY
30	Assistant Headteacher report – two weeks HoY and SLT meeting with parents and agree key point of contact for weekly call - record on Arbor Pastoral support plan produced – HoY to include further discussion with SENDCO. Possible involvement of External Agency support Pastoral Support Team Support, home visit and work with student and family.	Assistant Headteacher HoY, SENDCO Pastoral Team
40	Deputy Headteacher report – two weeks HoY and SLT meeting with parents and agree key point of contact for weekly call - record on Arbor Pastoral Support Team Support, home visit and work with student and family. External support – PCSO, Counselling, YCP, MHST Adaptive Provision: Art Therapy or DT support if appropriate	Deputy Headteacher Assistant Headteacher HoY, SENDCO Pastoral Team
50	Headteacher report – two weeks HoY and SLT meeting with parents and agree key point of contact for weekly call - record on Arbor Pastoral Support Team Support, home visit and work with student and family. External support - extended inclusion Winchester Schools, managed move, EIS referral as directed by the Headteacher.	Headteacher Assistant Headteacher HoY Pastoral Team

Section 5: Procedures

5.1 Examples

Sanctioning non-positive behaviour in departments or lessons

- Reminder of behaviour –



- “WARN” - Remove engagement point and write in the golden rule missed with a number.
- 1. “MOVE” student within the room (this can include a few minutes outside the classroom) or to another classroom – record this behaviour on Arbor and set sanction.
- 2. “REMOVE” by Emergency On-Call when a student is deemed unteachable or disrupting the whole class learning.
 - 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.

Emergency On Call teacher can be called for students who are deemed unteachable or disrupting whole class learning:

- Teacher to consider the needs of all students in class and use appropriate strategies
- Emergency On Call staff to support removal to Reset – if this is refused by the student then the student will go into internal suspension for the remainder of the day.
- Teacher to record on Arbor and contact home

Missing students from lesson

- 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 the Attendance Mentor to locate the student and return them to learning.

Behaviour outside the classroom

- Can the student(s) return to lessons, or will it make it worse?
- 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 negative behaviour in Arbor.
- Refer issues to AL or HoY as appropriate - inform parents of the teacher 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, Red report from SLT or Social Time Supervision Report from HOY)
- 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 takes 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.
- Students are not permitted to use mobile devices during the school day unless they have been issued a medical exemption card.

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 engagement point 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 Reception; 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 centralised lunch time detention will be issued.
- In the case of persistent lateness, the HoY may refer a student to the Pastoral Support Team, 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.

Truancy

- From morning tutor time: a break time detention with tutor and removal of an engagement point.
- From afternoon tutor time: a break time detention with tutor and HoY detention.
- From a lesson: a centralised lunchtime detention will be issued if Truancy is under 30 minutes. An afterschool detention will be issued if Truancy is for the whole lesson. If Truancy is over 60 minutes, it is considered persistent, and the truancy will result in a one-day internal suspension. **See Appendix E.**
- Truancy 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 the 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

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 advised 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 Pastoral Support Team, Young carers, PSCOs, CAHMS?
 - Are there any careers guidance requirements?
- Consider group work to promote self-esteem
- Consider support from other students as positive role models - student leaders and student mentors have a role here
- Work with the Learning Hub
- 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 occasion, 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 restorative sanctions 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.

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)
- Centralised Lunchtime detention– 30 minutes - AL/HoY sanction for serious issue or missing first detention, (communication through Arbor and phone call home).
- Afterschool department – 45 minutes – Detention led by department for more serious incidents, (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). **An additional email reminder will be sent to parents during the week of the SLT DT**

SLT Friday detention up to 3:40pm

There are no late bus services from school on a Friday, and the system is designed to have parental engagement in the students' 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 it further.

Before and during SLT detentions the following will take place

- Students will hand in their phones to Main Reception on the morning of the SLT DT.
- Initial staff, where behaviour occurred, to attend detention to follow up and complete the cycle.
- Students to then complete suitable work tasks 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 Internal Suspension during 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 an 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, the witness should also 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.

Note:

1. School staff can only undertake a search without consent if they have reasonable grounds for suspecting that a student may have a prohibited item in his or her possession.
2. The member of staff must decide in each 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 decide 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 searching- 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, the 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 parents or carers following searches and outcomes, where appropriate and consistent with safeguarding considerations.
- Complaints about screening or searching should be dealt with through the normal school complaints procedure.

Section 7- Use of reasonable force *(Following DfE "Use of Reasonable Force – Advice for Headteachers, Staff and Governing Bodies")*

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 on Arbor.

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 necessary. Appropriate positive handling and restrictive physical intervention training will be provided to identified staff according to their role and level of risk.

Following any incident where contact with a student has been made, a “Physical Intervention Record form” will be completed and stored on our Arbor information system. 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

The school will inform parents or carers as soon as reasonably practicable following any serious incident involving the use of reasonable force or restrictive physical intervention, unless there are safeguarding reasons why doing so would not be appropriate.

In deciding what a serious incident is, 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.
- Any allegation relating to the use of force will be investigated in accordance with the school’s complaints, safeguarding and staff disciplinary procedures where appropriate.
- 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.

This section should be read in conjunction with the school's Restrictive Physical Intervention Policy and Safeguarding and Child Protection 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:

1. Anti-Bullying Policy
2. Attendance Policy
3. Child Protection Policy
4. Data Protection Policy
5. Educational Visits Policy
6. Mobile Device Policy
7. Restrictive Physical Intervention Policy
8. Safeguarding Policy
9. Single Equality Policy
10. Uniform 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

Prejudicial Incident - this will be based on case by case	0
Being a Bystander	-1
Communicating during an Assessment	-1
Disrupted own learning	-1
Disrupted others at a Revision Clinic	-1
Failure to work to target	-1
Having a Prohibited Item/Chewing Gum/Aerosol Etc.	-1
Lack of Equipment	-1
Lack of Home Learning	-1
Lack of positive attitude	-1
Late before 9am	-1
Late to lesson (up to 10 Minutes)	-1
Littering	-1
Misuse of Timeout	-1
QUIET ROOM	-1
Swearing	-1
Uniform Infringement	-1
Unkind Behaviour	-1
Confiscated Mobile Device	-2
Damage/graffiti to another person's items/buildings	-2
Dangerous Behaviour in a Practical Subject	-2
Disruption of others' Learning	-2
Failure to attend Pastoral DT	-2
Failure to attend Teacher DT	-2
Failure to Follow Instructions	-2
Inappropriate behaviour in a toilet cubicle	-2
Late after 9am	-2
Missed Teacher Detention	-2
Misuse of IT	-2
Persistent Lack of Home Learning	-2
Persistent Lateness to Lesson	-2
Persistent misuse of Timeout	-2
Persistent Uniform Infringement	-2
Poor Behaviour after School	-2
Poor Behaviour at Lunch Time	-2
Poor Behaviour before School	-2
Poor Behaviour between Lessons	-2
RESET	-2
Student Leader not meeting expectations	-2
Truancy of Lesson up to 30 minutes	-2
Vaping inc. Possession of a Vape	-2
Defiance – removed by on-call	-3
Failure to attend Centralised Lunchtime Detention	-3
Failure to complete AL DT	-3
Inappropriate Behaviour	-3
Inappropriate Behaviour on the Bus	-3
Involvement in Fighting	-3
Leaving site without permission	-3
Persistent Lack of Home Learning	-3
Persistent use of Prejudicial Language	-3
Poor Behaviour in Centralised Detention Room	-3
Poor Behaviour on the Bus	-3
Repeated Vaping	-3
Swearing at another Student (Targeted)	-3
Theft – Minor	-3
Truancy over 30 Minutes	-3
Vandalism	-3

Bringing the School into disrepute	-4
Bullying (ConC)	-4
Distributing video footage from school	-4
Failure to attend SLT DT	-4
Instigated Fighting	-4
Malicious Allegation	-4
Persistent Defiance	-4
Persistent Truancy – over 60 Minutes	-4
Persistent Vaping	-4
Refusal to comply with the Reset Room	-4
Swearing towards a member of staff	-4
Targeted Behaviour towards another Student	-4
Threatening Behaviour towards another Student	-4
Banned Item/ Dangerous Items	-5
Child-On-Child Abuse (ConC)	-5
Disruption of multiple Classes	-5
Drugs Incident	-5
Endangering other Students	-5
High-Level Damage	-5
Inappropriate Behaviour towards a member of Staff	-5
Inappropriate use of Social Media or online technology	-5
Major Prejudicial Behaviour (ConC)	-5
Persistent Defiance to Senior Leader	-5
Persistent Disruptive Behaviour	-5
Physical Assault on a member of Staff	-5
Physical Assault on a Student (ConC)	-5
Repeated Malicious Allegation	-5
Serious Involvement in Fighting	-5
Sexual Abuse (ConC)	-5
Sexual Harassment (ConC)	-5
Sexual Misconduct (ConC)	-5
Swearing directly at Staff	-5
Theft – Major	-5
Threatening Behaviour towards Staff	-5
Upskirting (ConC)	-5
Use of a Weapon	-5
Vaping in a Lesson	-5

Appendix B – Uniform Procedure



Uniform 2026 - 2027

The supplier for The Henry Beaufort School uniform is Stevensons.
All uniform is purchased directly from the supplier for delivery to your home.

WWW.STEVENSONS.CO.UK

UNIFORM ITEM	INFORMATION	UNACCEPTABLE
Polo shirt	Short sleeved, navy blue with school logo. (Compulsory)	Plain navy 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 by Stevensons.
Crew neck Sweater	Navy blue, sweatshirt, with school logo. (Compulsory)	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 MUST NOT be rolled up.
Shorts	Black unisex day wear. These may ONLY be worn during the following terms: Summer 1 and 2, and autumn 1. To be purchased from www.stevensons.co.uk 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.	
Jewellery	A maximum of one small ear studs 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.
N.B. If an item is not listed, please check with the school before you purchase.		
Incorrect uniform/unacceptable items of clothing will be confiscated and can be collected at the end of the school day.		
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, unnaturally 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.		

Appendix C: Behaviour Management Toolkit for Teachers and ALs**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

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, including online. All staff should understand the important 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;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also referred to as sharing nudes and semi-nudes 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 to cause the victim humiliation, distress or alarm; and
- **initiation/hazing type violence and rituals**, which may include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element.

References: –
KCSiE (DfE 2026)

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 Persistent Truancy

To ensure all staff manage incidents of persistent truancy consistently, please refer to this checklist when dealing with students who have truanted for more than 60 minutes in a single day.

***BEST PRACTICE**

- Report missing student to reception via 'missing student' tab.
- Attendance Mentor alerted and will locate the student. Attendance will be aware if this is the first or second incident of missing – the rest to be actioned when truancy is over 60 minutes.
- Once located, the student should be taken to reception to hand in their mobile device as the start of the internal suspension process.
- Attendance Mentor to take the student back to their lesson to get work (if appropriate), then to internal suspension.
- Attendance Mentor will email student's tutor and HOY of the persistent truancy, to include lessons truanted.
- Students can access work in Student SharePoint and Arbor.
- Staff in internal suspension to email 'teachers of' email and request for work.
- Student to be taken to the Centralised Lunch DT room for break and double lunch. Student must be chaperoned there.

- Student cannot go to the toilet on their own throughout internal suspension.
- HOY or AL will log on Arbor, inform parents of the truancy, and notify the class teacher via Arbor.
- Departments where truancy occurred to provide the work missed for student to complete during their centralised lunch detention (which is part of the internal suspension).
- If persistent truancy occurs after lunch, internal suspension will continue until after lunchtime the following school day.

***N.B**

- If a student refuses to go to internal suspension, the behaviour sanction will escalate.

Appendix F

Suspension Aftercare Programme

This will be a three-day programme beginning with the reintegration meeting. The focus will be on understanding the factors that led to the suspension, identifying what the student can change, and establishing how we can support them to make and sustain those changes.

Day 1

- The student meets their HoY at break and lunch to review their Arbor behaviour record.
- The HoY will complete a final Arbor check at the end of the day and communicate any concerns or positive progress with parents.

Day 2

- The student meets their HoY at lunchtime for an Arbor review.
- An end-of-day Arbor check will be completed by the HoY and communicate any concerns or positive progress with parents.

Day 3

- The student meets their HoY at the end of pm tutor time for a final Arbor check and discussion.

These checks are completed jointly to review the student's reintegration, behaviour, and readiness to return fully to normal routines.

Parent/Carer Communication

- At the end of Day 3, the HoY will call parents to discuss the student's return, progress, and any next steps.

Recording and Filing

- All actions, checks, and conversations are to be logged using the Suspension Aftercare Programme Form.
- This form will be filed with the student's suspension pack for reference and future intervention planning.

Appendix G

Challenging Behaviour Risk and Needs Assessment

Name:

Tutor Group:

Date:

Risk Rating	What are the risks/ triggers? Who might be harmed and How?	Actions	Actions by Who	Actions by When	Date of completion, 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