



BEHAVIOUR & DISCIPLINE POLICY

Document Control			
Document Author:	C. Goode (Assistant Headteacher)		
Approval Body:	Education Committee	Date:	2024
		Date:	
Version Number:	1		
Version Issue Date:		Effective Date:	
Review Frequency:	Annual		
Method of Dissemination:	Electronic publication via website		
For Use By:	All relevant school stakeholders, third parties, staff and students		

Version History			
Version	Date	Author	Reason for change

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1. Introduction

Beccles High School is committed to providing an education of the highest quality for all students and recognises that this can only be achieved by ensuring a safe and secure environment. The whole school community: students, parents and carers, teaching and support staff and Trust/Trustees have a responsibility for ensuring that such an environment exists. At Beccles School our vision and values are the core of everything we do, it is embedded in the way we communicate with our students, integrated in our pastoral care and within our curriculum intents. Our values are reflected throughout the school community;

- **Collaboration – making positive contributions to the school and wider society.**
- **Ambition – striving to be the best we can be.**
- **Respect – building positive relationships.**
- **Empower – developing resilient, independent and valued members of the community.**

Beccles Students CARE!

2. Trust/Trustees' Statement of General Principles

Teachers have the right to teach and students the right to learn. Adherence to this policy is vital for the school to be able to provide the highest quality of teaching and learning. Staff and students are guided by the following principles:

1. Students and adults have the right to be respected
2. Discipline should be administered within a clear framework of rules and boundaries
3. Good behaviour is best promoted through purposeful learning
4. Unacceptable behaviour can be changed through support and guidance

In addition, like every activity in the school, this policy is informed and shaped by the core purposes:

1. To see life as a learning process and prepare ourselves for change
2. To understand what we have learned and use it to enhance our lives
3. To respect and trust each other and develop an understanding of right and wrong
4. To build on our previous best in a continuous search for self-improvement

The Trust/Trustees also recognise the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs (**SEN**). Students' levels of need and understanding will always be considered when decisions about consequences and support are being made following an incident.

The enclosed appendices form day to day good practice and provide guidance on sanctions/actions:

1. Behaviour Code
2. Code of Conduct
3. Behaviour Flow chart

It is the role of the Headteacher, together with the Senior Leadership Team, to implement this policy consistently throughout the school and to report to the Trust/Trustees on its effectiveness.

3. Specific authority of the Headteacher

The Headteacher, and those staff they delegate responsibility to, has the right to:

- Screen/search a student, with or without consent, if they suspect a student has in their possession or belongings tobacco &/or cigarette papers, lighter, matches, alcohol, knives/weapons, illegal drugs (including possession, distribution, concealment or consumption of) stolen items, mobile phones or other electronic devices that may include a camera, fireworks, pornographic images or any article that a member of staff reasonably suspects has been, or is likely to be, used:

- to commit an offence; and/or
- cause personal injury to, or damage to the property of, any

person and then seize/confiscate the item(s) found.

The school can also search/screen for anything, with a student's consent. Where possible, two members of staff of the same gender as the student, should be present when a student is screened/searched.

The school staff can also:

- Use reasonable force, but only if a student is at risk of committing an offence, causing personal injury to, or damage to the property of, any persons (including themselves) or prejudicing the maintenance of good order and discipline at the school.
- Make appropriate physical contact i.e. in a PE or Drama lesson.
- Discipline a child beyond the school gates, although the actual punishment must be issued in school. This applies when an incident has:
 - 1) been witnessed by a staff member,
 - 2) reported to the school,
 - 3) occurred and the student is identifiable as a student of the school or behaves in a way that has repercussions for the orderly running of the school,
 - 4) posed a threat to another student or member of the public,
 - 5) the potential to adversely affect the reputation of the school

The student can be stopped out of school and informed they have broken a school rule but must be in school when they are advised of the punishment.

- The Headteacher may also choose a multi-agency approach for any student who displays continuous disruptive or inappropriate behaviour either in school or within

the wider community.

4. Reasonable Force

Restraint of students can be categorised as either: 'the physical restraint of a student, for the safety of themselves and others in an emergency situation' or 'the planned restraint of a child, such as holding their hand whilst crossing a road'.

Both teaching and support staff have a legal right to use reasonable force to prevent a child injuring themselves or others. This reasonable force will involve physical contact and force but does not include corporal punishment or a restriction of liberty. Reasonable force can only be used in cases where, in the judgement of the staff involved, there is no other way to prevent a student causing harm to themselves, others or property.

SEN students may exhibit challenging behaviour, especially if they are experiencing emotional distress. No more force than is needed will ever be used with any students, but with SEN students in particular, reasonable force MUST be a last resort. Where appropriate, an external adult, such as the school nurse, who has a good relationship with a particular student, may be asked to support school staff to enable de-escalation without the use of restraint.

If restraint must be used this will be recorded and parents informed.

5. Fixed term and permanent exclusions

Only the Headteacher has the power to exclude a student from school. If the Headteacher is absent from the premises, they will delegate this authority to the Assistant Headteacher (Behaviour). The Headteacher may exclude a student for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a student permanently. The school will always work with external agencies to avoid suspension where possible.

It is recognised that suspension, either fixed or permanent, will be imposed in only a small number of appropriate cases and will only be taken if:

- A serious breach of the school's behaviour policy has taken place, and;
- If allowing the student to remain in school would seriously harm the education or welfare of themselves or another person

The duration of suspension will be of a length considered appropriate for the student, and others, to understand that their behaviour has been unacceptable.

Repetition of such behaviours that lead to a suspension will inevitably lead to longer fixed term suspensions and possibly to permanent exclusion.

When the decision to exclude is made, contact with parents/carers will usually be made by the Assistant Headteacher (Behaviour), though this may be delegated to a Key Stage Leader. If possible, this will be a telephone call in the first instance. A formal letter will be sent to outline the legal position, including the length of the suspension, reason for the suspension and reason for its length as, if it is not a first suspension, reference may be made in the letter to the reason for the increase in sanction. The school will provide work for the student to complete at home during the period of

the suspension. If the suspension is permanent, the school's legal duty to provide work will transfer to Suffolk County Council on the 6th day of the suspension.

Permanent exclusion will only be considered if:

- The offence is of significant seriousness, including one-off illegal actions/behaviours
- If fixed term suspensions have not produced a significant long-term modification of behaviour

6. Anti-bullying including peer on peer/child on child abuse

Everyone at the school has the right to feel welcome, secure, and happy and, only if this is the case, will members of the school community feel able to achieve their full potential. Bullying of any sort prevents this and, consequently, equality of opportunity.

It is therefore everyone's responsibility to ensure that the school is free from bullying and we aim to challenge attitudes about bullying behaviour, in person and online, increase understanding for victims of bullying and build an anti-bullying ethos in the school.

A victim of bullying must feel able to tell staff and confident that action will be taken to end the bullying.

Bullying is defined as hurtful behaviour that is repeated over a period of time, making it difficult for the person concerned to defend themselves. This can take the form of name calling, violence, threatening behaviour, physical abuse (peer-on peer abuse), isolation from peers, sexting, ridicule, initiation ceremonies, sexual violence/harassment, or indirect action such as spreading unpleasant stories about someone either in person or on social media platforms. "Banter" is never acceptable as an excuse for inappropriate behaviour or language.

Abuse (of all types) perpetrated by children can be just as harmful as that perpetrated by an adult and as such will be treated as seriously. This may include the involvement of external agencies such as police and social care. This type of bullying is a level 3 offence and may result in suspension as the safety and wellbeing of students is our priority.

The school works hard with all students to ensure they understand the difference between bullying and simply "falling out".

Prevention is better than cure so we will be vigilant for signs of all forms of bullying and always take reported incidents seriously. We will use the curriculum and assemblies, whenever possible to reinforce the ethos of the school and help students develop strategies to combat bullying behaviour.

Students are taught that they must report any incidence of bullying to an adult within the school whether the incidence relates to themselves or not. If another student tells them they are being bullied or if they see bullying taking place, it is their responsibility to report this information to a member of staff. All reported incidents of bullying will be investigated, and the incident will be recorded on the school's behaviour tracking system and safeguarding system.

If the bullying is racist, transphobic or homophobic in nature it should also be reported to the Assistant Headteacher (Behaviour/Pastoral) who will make an additional record in the incident log and if appropriate contact the relevant external agencies. Any bullying in the form of child-on-child abuse will also result in an additional record in the incident log and, again if appropriate, the relevant external agencies informed.

Upon discovery of an incident of bullying, we will discuss with the students the issues as appropriate for the nature of the incident, their age and level of understanding. In many cases a restorative justice approach may be appropriate. This would allow each student to talk and discuss what has happened how it has made them feel and focus on ways to move forward positively so the bullying does not recur.

Victims need to feel secure in the knowledge that assertive behaviour and even walking away can be effective ways to deal with bullying. Setting up a buddy system, or peer support possibly with students who hold a position of responsibility, such as a VOSH member or student leader can also be beneficial.

More serious incidents may require a different approach. We may look at seating arrangements, teaching class or form group to allow the victim space in class when they are not worried about the perpetrators and also creating "safe spaces" in school where the victim can be confident that the bully will not be allowed, allowing them time to relax. Both the victim and perpetrator may require access to additional emotional/pastoral support to help them deal with the incident, this could include 1:1 talk time with a dedicated member of staff or relevant referrals being made by the Assistant Headteacher (Behaviour/Pastoral) or Key Stage Leader, including but not limited to the: School Nurse, School PCSO, Suffolk Educational Services (SES) or Educational Psychologist. The size of the school does though limit the options and flexibility we have, and the welfare and educational outcomes of any victim must be considered.

The school will always inform the parents/carers of both victims and perpetrators of an incident and the action that has taken place and their support will be sought in tackling the problem through the strategies proposed. The perpetrator and their parents/carers will also be informed of possible consequences of bullying and the sanctions at the school's disposal such as detention, internal exclusion, and ultimately suspension for persistent or serious offences.

Whilst there is little history of bullying at the school, we believe that one case is too many.

7. Mobile technology including phones and cameras

The virtual/mobile world is developing and changing so quickly that it is often hard to keep up. While the use of mobile devices has great benefits in the wider world, they have no place in school where other forms of technology approved and provided by the school can be used to access information.

As stated in the behaviour code, we do not allow mobile phones and other mobile technologies in school. If Parents/carers feel a mobile is required, then students may hand it in at the school office for safe keeping during the school day.

For the safety and security of both staff and students it is not acceptable for images to be taken/recorded of staff or other students in school, on trips or on the school buses/taxis.

The school has a 'not used/seen or heard' policy, if a student is found breaching this then the mobile will be confiscated, and the student can collect it at the end of the school day.

Any student repeatedly found using a mobile device whilst in school, including those that can record images and video, will immediately have the device confiscated. It will not be returned until it is collected by a parent/carer. In addition, the student will serve a lunchtime detention and the student will serve a mobile ban; where the device is handed in during school hours to the Key Stage Leader.

8. Drugs, alcohol and other banned items

Being involved in the supply, possession or consumption on, or conveyance onto, school premises or on school trips at any time of illegal drugs, non-prescription drugs, alcohol and other banned items (see Specific authority of the Headteacher above) is not allowed and will result in the most serious of consequences which includes fixed term suspension and permanent exclusion. E-cigarettes and vapes are classed as banned items.

The following is a list of 'banned items.' To reiterate, possessing, or being involved in consuming, supplying or conveying onto school premises or trips, any banned item, is not allowed and any person doing so will have committed a serious breach of this policy and may result in suspension or permanent exclusion:

- Illegal drugs
- Non-prescribed drugs
- Alcohol
- Tobacco
- Cigarette papers
- Cigarettes including E-cigarettes and vapes
- Lighters
- Matches
- Knives and any implement that could be used as a weapon
- Stolen items
- Mobile phones, smart watches and other devices that include a camera
- Fireworks
- Pornographic images
- any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence and/or cause personal injury to, or damage to the property of, any person

Whilst prescription medication may be brought into school, it must be stored safely and securely in the main office. Misuse of prescribed medication will be deemed to be a serious breach of the school's behaviour policy.

9. Rules and sanctions

Every student has the responsibility to ensure that all students can learn without distraction, in a safe and supportive environment. It is recognised that students, will at times, make mistakes and

poor choices such as failing to complete homework, failing to attend a detention or not putting 100% effort into their work.

It is the class teachers' responsibility to deal with these low-level issues, involving the form tutor, key stage leader and Assistant Headteacher (Behaviour/Pastoral) if issues are persistent or should they escalate. Every child is unique, as is their background and circumstances, and therefore, all incidents must be dealt with appropriately for them.

The Behaviour flow chart (appendix 3) shows a range of sanctions and actions available to staff for a comprehensive range of issues.

The table below shows specific sanctions for more serious issues:

Rule:	Sanction:	Dealt with by:
Chewing gum / energy drinks - banned	Challenged immediately to put it in bin Detention at lunch	Staff member and Form Tutor
Bad language - banned	Challenged and L1 when heard by an adult	Staff member and Key Stage Leader
Mobile technology, camera, recording devices - banned	Confiscation of item (pass to main office for safe storage) After 2 nd offence in ½ term – parent collection Detention at lunchtime	Staff member and Key Stage Leader
Uniform - incorrect	Detention at lunch until issue resolved	Form Tutor
Racist incident - banned	Recorded in racist incident log and relevant external agencies informed if appropriate. Nature of comments or incident would affect sanction but includes IE, suspension, or permanent exclusion. Re-education sessions will be undertaken	Assistant Headteacher and Key Stage Leader
Drugs – banned	Relevant external agencies informed if appropriate. Nature of incident/item would affect sanction but includes suspension or permanent exclusion. Parents informed and asked to collect pupil if they are under the influence of drugs	Assistant Headteacher and Key Stage Leader
Alcohol - banned	Relevant external agencies informed if appropriate. Nature of incident/item would affect sanction but usually at least 1-day Suspension plus 5 days break and lunch detention. May result in fixed term or permanent exclusion. Parents informed and asked to collect pupil if they are under the influence of alcohol	Assistant Headteacher and Key Stage Leader

Assault/sexual assault/harassment/harmful sexualised language – banned	Relevant external agencies informed if appropriate. Nature of incident/item would affect sanction but may include IE, suspension or permanent exclusion. Re-education sessions will be undertaken.	Assistant Headteacher and Key Stage Leader
Banned items i.e. weapons, stolen items	Relevant external agencies informed if appropriate Nature of incident/item would affect sanction but may include IE, suspension or permanent exclusion	Assistant Headteacher and Key Stage Leader
Swearing directed at staff - banned	Suspension and parent meeting upon reintegration.	Key Stage Leader (Assistant Headteacher depending on incident)
Fighting - banned	Depending on level of violence, loss of control and potential to cause injury would affect sanction: usually at least 1-day suspension but could include permanent exclusion	Key Stage Leader (Assistant Headteacher depending on incident)
Smoking, cigarettes, lighters etc. - banned	Smoking (tobacco or vape) or supplying others – 1- d a y suspension plus 5 days break and lunch detention Possession of lighter/papers/vape – I.E and 5 days break and lunch detention	Assistant Headteacher and Key Stage Leader
Persistent bullying (including online) - banned	Relevant external agencies informed if appropriate. Nature of incident/item would affect sanction but includes isolation, suspension or permanent exclusion	Key Stage Leader (Assistant Headteacher depending on incident)

10. Managing good discipline

In the first instance it is the responsibility for the individual teacher to maintain good order. Students need a calm and purposeful atmosphere if learning is to be effective. The following characteristics feature in the most successful classroom:

- Students clearly understand procedures regarding participation and discussion, movement and handling in work etc.
- Explanations from teachers to students are clear
- Teachers have good listening skills and react appropriately to student responses
- Work requirements are clearly set out, progress carefully monitored, instructions are clearly given, misbehaviour is swiftly and calmly handled in private
- Work set is appropriate to students' ability
- Lessons start and end on time
- Seating arrangements are suitable and flexible depending on the need
- Students are regularly praised for good work commensurate with their ability
- Homework is accessible, understood and appropriate
- Students are challenged by all staff about poor and/or inappropriate behaviours

Individual disruptions are still likely to occur. Teachers will adopt a wide range of strategies when responding to individual instances of disruptive behaviour. There can be no hard and fast rules which attach sanctions to specific low-level behaviours, discipline must be applied sensitively and

individually. A definitive list of inappropriate behaviour does not exist; however, the following are examples of behaviour deemed inappropriate:

Issue	Response
Late for lesson	Challenge student at appropriate point in lesson – minutes logged on Arbor Warning or detention if repeat issue Log on Arbor (L1)
Shirt untucked/tie undone	Challenge immediately, start and end all lessons by checking uniform and making appropriate corrections Warning or detention if repeat issue For persistent uniform issues report to Form Tutor or Key Stage Leader should be considered Log on Arbor (L1)
Not listening to teacher or peer	Stop, remind all students of expectation that they should listen and be respectful (RRS) Warning or detention if repeated behaviour Log on Arbor (L1)
Lack of homework	Complete work in own time i.e. lunchtime Warning For persistent issues homework report to Form Tutor or Key Stage Leader should be considered Log on Arbor (L1)
Persistent disruption to the learning environment / unsafe behaviour in a lesson	Stop, remind the student of expectation that they should respect the rights of others to learn and the teacher to teach (RRS) Removal from the lesson to study outside of the learning environment physically. Log on Arbor (L2)

In addition, the following 10 tips can help staff establish a positive relationship with their students:

1. Greet students in corridors and lessons
2. Spend 2 minutes in conversation with one student to build two weeks of good relationship
3. Praise and reward students when it is earned
4. Contact home to let parents/carers know of students' successes
5. Be positive about the groups you teach, emphasise that you enjoy teaching them
6. Ask "what" not "why"
7. Involve students in your planning ahead – get them to invest in future lessons
8. Thank students in advance for helping out
9. Listen to students when problems arise, or they have a worry
10. Keep a daily log of your contact with students so the quiet ones don't get forgotten

Praise and reward are the best way to maintain a positive learning environment. Staff should make regular use of the house points available on Arbor, should send postcards home and/or issue a 'Subject Commendation award' for exceptional work, use student's work (with their consent) to show others how well they have done and could also just make a passing comment in the corridor, about how impressed they have been with effort or a particular piece of work. The use of informal praise can be incredibly powerful and can enthuse a student to work even harder for a teacher.

Students are awarded house points for effort, attainment, helpfulness etc. The House that accumulates the most house points each term wins additional privileges, with a final annual House winner receiving an end of year prize/rewards trip.

Sometimes staff will require additional support to find a way forward with a student. The school is a supportive working environment where all staff should have the confidence to ask for help and know they will be supported by their peers. Heads of Department should be the first point of support, followed by the Form Tutor and then the Pastoral team. If additional training is identified as being required, then the line manager should liaise with the CPD coordinator to find an appropriate external course if an internal avenue is not available.

11. Illegal Actions

If any student is found to be engaged/engaging in any illegal activities/actions, the school reserves the right to contact the relevant external agencies. Any illegal actions will be deemed a serious breach of this policy and may result in either suspension or permanent exclusion.

Appendix 1 – Behaviour Code

1. We treat people and their property with respect: no bad language, no physical violence, no abuse of possessions
2. We respect adults, on site and off site, and we are polite and considerate towards them
3. We show respect to prefects and other student leaders, and they show us respect in return
4. We move around school quietly and calmly without shouting or running;
5. We queue sensibly and safely, without pushing in
6. We treat the school environment with respect, no litter, no vandalism, no graffiti
7. We only eat and drink in the dining hall and social areas
8. We will not bring banned items in to school, on trips or on school's transport
9. Chewing gum is not allowed in school
10. We do not play in the car park; including riding bikes or scooters
11. We follow the school dress code/uniform in every respect
12. All parts of this behaviour code and the school behaviour policy apply in school, on our journeys to and from school, on trips and on the school's transport
13. We are a mobile free site and therefore mobile phones are not seen or heard. Mobiles will be confiscated and held securely until collected by parents/carers
14. We only bring footballs to school in a bag and carry them around or place them in lockers

Appendix 2 – Code of Conduct

Am I..... Ready, Respectful and Safe

- Allow others to learn
- Work to the best of my ability (with care and thought)
- Participating and engaged in school activities
- Organised with the correct equipment
- Listening to instructions and questions
- Following instructions
- Asking for help when I am unsure
- Share and look after equipment
- Walk quietly in the learning community
- Put rubbish in the bin
- Allowing others to concentrate and do their best
- Speaking to other students and staff politely and with respect
- Waiting to offer an answer rather than shouting out
- Checking my own work and correcting mistakes
- Responding positively to marking and verbal feedback

Appendix 3 - Student Behaviour Flow Chart If a student does not follow expectations, the following sanctions could apply and should be recorded on Arbor. This is not; however, an exhaustive list and you can speak to SLT if you are unsure. The only way that we will maintain high standards is if everyone is consistent.

Level	Behaviour Type (examples)	Sanctions (any may apply)	Staff Action	Staff Informed
1	<ul style="list-style-type: none"> • No homework • Low level disruption • Lack of effort/work completed • Chewing gum, energy drinks, make-up, uniform issues 	<ul style="list-style-type: none"> • Moved in seating plan • Kept behind at the end of the lesson • Detention • Being spoken to by the teacher 	Subject teacher Form Tutor	Form Tutor Head of Department Key Stage Leader
2	<ul style="list-style-type: none"> • Multiple missing homework • Disruptive in lessons • Rudeness to staff • Swearing 	<ul style="list-style-type: none"> • Possible removal from lesson • Lunchtime detention • Repeating work/improving work or homework • Phone call home • HOD detention (lunch) • KSL detention (lunch) • Possible tutor report or subject report 	Subject teacher Head of Department Form Tutor Key Stage Leader	Form Tutor Head of Department Key Stage Leader
3	<ul style="list-style-type: none"> • Persistent defiance • Swearing at an adult • Violence/Assault/sexual assault/harassment/bullying • Discriminatory behaviour • Bringing into school, possession of or consumption/use of banned/illegal items 	<ul style="list-style-type: none"> • Meeting with KSL • I.E • Parental involvement • Possible KSL report • Possible removal from lesson • Referral to external agencies • Assistant Headteacher (behaviour) / Headteacher involvement • Suspension • Permanent Exclusion 	Key Stage Leader Inclusion Officer Assistant Headteacher (Behaviour)	Form Tutor Head of Department Key Stage Leader Inclusion Officer Assistant Headteacher