



BECKFOOT THORNTON BEHAVIOUR FOR LEARNING PROTOCOLS AND PROCEDURES

September 2021

Protocols and procedures for staff, students, parents, and carers

Behaviour for Learning Protocols and Procedures

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Section 1: General Principles

At Beckfoot Thornton, we are committed to providing a remarkable learning environment in which all students **'enjoy, learn and succeed'**. Good behaviour underpins success. These protocols and procedures set out our clear expectations and the systems used to reward, record and sanction behaviour. Our approach is to be clear, consistent, and immediate. These protocols and procedures are for all our staff, parents, carers, and students.

Section 2: Creating a positive learning experience in the classroom

In all classrooms, 'we' the staff at Beckfoot Thornton aim for praise to outweigh consequences. We aim to concentrate on positive aspects of behaviour. We are passionate and excited when we give praise and rewards, and cool and calm in our response to behaviour that does not meet our expectations. Skilful classroom management and consistent routines reduce low level disruption. Well-planned exciting, challenging, and engaging lessons will go a long way to secure good behaviour.

Beckfoot Thornton Expectations of Staff

Positive role model

Meet and greet students with a smile, be enthusiastic about working with the students and about the content/context of the lesson. Control the atmosphere in the corridor and in your room. Check students' uniform, planner, and equipment.

Seating plan

Use a seating plan in every lesson.

'Do now'

Ensure there is a 'do now' activity for students to work on as soon as they enter the classroom. Students should be able to complete this activity independently without instruction.

Register

Take the register within the first 10 minutes of the lesson. Students must reply with a polite, "Good morning" or "Good afternoon".

Share learning outcomes in lessons

So those students know what they are trying to achieve and what success will look like.

Giving praise and rewards

Acknowledge and praise in a timely fashion and with care. Describe the positive behaviour and work you have seen and ensure that this is applied accurately and consistently across your class.

Each day is a fresh start

Make sure that you have dealt with any incidents from previous lessons.

Orderly dismissal from every lesson

Insist that students stand behind their chairs in silence at the end of each lesson. Dismiss students in an orderly fashion and in small groups. Monitor the corridor where possible.

Consistency

Use the approaches in these procedures and protocols, and only these approaches, with all students as they must see there is a predictable, reliable, and consistent pattern.

Section 3: Rewards

At Beckfoot Thornton, staff are encouraged to identify students who are 'doing the right thing' and praise and reward them at every opportunity. Below is a list of rewards that are available to students throughout the year:

- ✓ Achievement points – these are available every lesson, of every day for students who produce high quality work or demonstrate a great attitude to their learning.
- ✓ Yr. Teams reward good behaviour and attendance weekly.
- ✓ Form tutor rewards for good behaviour and attendance weekly.
- ✓ Zero codes challenges – individual and form.
- ✓ 100% attendance challenges – individual and form.
- ✓ Yr.7 form literacy rewards every half-term.
- ✓ Achievement points rewards every half-term.
- ✓ Yr.11 Celebration BBQ.
- ✓ Yr.11 prom.
- ✓ Summer rewards trip.
- ✓ Drop down days for students with 100% attendance and zero behaviour codes.
- ✓ Work of the week.
- ✓ Headteachers achievement rewards.
- ✓ School honours board.
- ✓ Student representation ties.
- ✓ Access to trips and activities.

Throughout the year, there will be additional rewards available to students for specific targets and competitions that are shared with students during assemblies and form time.

Section 4: Student Expectations

Students are expected to come to school every day on time, well presented, in full uniform, with all their equipment and ready to learn.

Student Uniform and Presentation

The Beckfoot Thornton student uniform expectations are neutral and consistently applied to all our students. Our high expectations around uniform aim to ensure our students always present themselves in a smart and professional manner. It consists of:

- plain black leather, or leatherette shoes with no visible logos, pattern, or colours - **no other footwear is permitted** including suede shoes, boots, high heeled shoes, or trainers.
- plain black trousers with a button and zip fastening. They should be either a loose or a tailored fit that cover their legs entirely (no flesh should be visible) – they should not be elasticated or have logos or patterns on them.
- a school tie which is tied to a length that is at least 6 stripes long.
- a plain white, collared shirt with a fastening top button.
- a school blazer with school logo on.
- an optional navy-blue school jumper which is never to replace the blazer.
- Plain blue or black socks that fully cover the ankle.

Students should wear their uniform with pride and always have their shirts tucked in, their top buttons fastened and an appropriately fastened tie. There is an expectation that all students travelling to and from school will uphold the same standards. All staff will challenge uniform issues consistently.

If students do not have an item of the school uniform, they must see their Year Leader or Behaviour Support Worker immediately and go directly to the Student Hub at the start of the day. Failure to inform their Pastoral team or refusal to wear a replacement uniform will result in the student being placed in the intervention room. Any borrowed items need to be returned at the end of the day. If a borrowed item is lost, the student must report to the Pastoral team office as soon as possible. Parents or carers will be contacted to arrange payment for the lost item.

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

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

If parents believe that there is a good medical reason for a student not to comply with the uniform code, a medical note from a GP or hospital supporting a parent/carers note in their planner is required. Students will still be expected to wear plain alternatives with no logos or patterns on them.

Piercings

Students may wear one small set of studs in their ear lobe only. No other piercings are allowed. Please note, all jewellery should be removed during P.E. lessons and other practical subjects.

Bracelets/Necklaces/Rings/Tongue Bars

For health and safety reasons and student presentation standards, students should not wear any of these items of jewellery.

Watches

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

Hairstyles/Cuts/ Eyebrow Slits

Students are only allowed to have natural hair colours. Extreme haircuts such as under cuts, shaved patterns including line/s and 'Mohican styles' are not allowed, and the school reserves the right to place students into intervention until situations are resolved.

Outdoor Clothing

All forms of outdoor clothing including hoodies, hats and coats are banned in any of the school buildings including the canteen, toilets and hallways.

Make-up

Make-up is not allowed. Students will be provided with wipes and be expected to remove it.

Nails

Acrylic extensions, gel and nail varnish are not to be worn.

False Eyelashes

False eyelashes are not allowed. Students will be provided with the opportunity to remove them.

Religious Considerations

Religious headwear can be worn in either navy blue or black.

Please Note: Students will not be allowed to enter mainstream lessons whilst in breach of uniform and presentation rules. Where possible, we will give students the opportunity to remove concerning items, first. Students will be held in the intervention room until any issues are resolved.

Students that persistently attempt to defy these rules around uniform will be issued with a detention, intervention, or a fixed-term exclusion.

Student Planner

Students should carry their planner around with them at all times. Students should look after their planners and not graffiti or damage them. Planners are used to record homework, sanctions, detentions, and communication between school and home.

- Form Tutors check that every student has a planner each morning, during registration.
- Any students without a planner will be issued with a 3B 'No planner' code and will have a 30-minute detention the following day.
- Form Tutors will send students to the 'Student Hub' for a daily planner. It is the responsibility of the student to return it to the Form Tutor on the next school day for it to be attached to the normal planner.
- Failure to bring the daily planner back will result in further sanctions.
- If a student loses, defaces, or damages their planner, one must be purchased on ParentPay at a cost of £4 on that day.

Parents/Carers and Form Tutors will check and sign planners weekly.

Mobile Phones and Headphones

Students are not allowed to have a mobile phone anywhere on the school site, this includes leaving the school site at the end of the day. If one is seen or heard, it will be confiscated, and students may retrieve their phones at 2:45pm on the same day. Repeat offenders will have to get a parent or carer to come in and retrieve their phone, at which time an agreement will be made between parents and school. If parents need to contact their child at any time during the day or vice versa, contact can be made via the Pastoral team.

School Bag

The school bag should be of a size which can transport a planner, PE kit, schoolbooks, and folders.

The Canteen

Students should treat the school canteen like any other classroom. They must queue up in a calm, orderly fashion. Food purchased in the canteen must be consumed in the canteen. Students can sit in a seat of their choice to eat lunch in a respectful manner. Students must always sit on a chair at a table whilst consuming food. As soon as a child has finished their lunch, they must vacate the canteen. It is essential that students respect the environment and staff in the canteen – they must clear up after themselves and be respectful and polite to canteen staff and fellow students. Students who are unable to adhere to these expectations will be banned from using the canteen for a period of time.

Opening Times

Students should not enter the main school site until 7:55am. The main school buildings should not be entered until 8:15am. All students will leave the school building at 2:30pm unless they are

participating in after-school sessions with a member of staff. Usually, these activities will be finished by 4pm when all students should leave the site.

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

Travelling to and from School

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

Punctuality

Punctuality to school is essential to help students develop good habits for life beyond school. Students need to enter school by their allocated door at 8:15am daily. School doors will close at 8.20am.

Any students arriving after 8.20am and before 8.30am should go to the "A" floor entrance where they will be given a late sticker and be informed of a 30-minute detention that day. Students arriving after 8.30am should go to the main reception. Parents/carers will be informed of the late detention.

A second incident of lateness to school in a week will result in a 60-minute detention that day. Parents/carers will be informed of the late detention.

A parent/carer meeting will be arranged for students that are persistently late and the student will be placed on punctuality report.

10 or more late marks in a 10-week period will result in a fine being issued by the local authority.

Parents and carers should be aware that a late mark will be recorded, and a detention issued, regardless of whether they have phoned to say it is their fault, or the students. Whilst we understand and accept this may be the case, staff cannot remove the late detention, just because a parent, or carer has stated it was their fault.

Conduct in Detentions and Intervention

The school does not have to seek permission from the parent or carer to issue a sanction.

Students are expected to uphold the highest of standards whilst in detention or intervention. Students should be silent and focused.

If a student refuses to attend a 30-minute detention, they will be issued with a 1-hour detention the following day.

If a student disrupts or fails to attend a 1-hour detention, they will be issued with a 1-day intervention the following day. **Intervention will run until 3:30pm each day.**

If a student disrupts or fails to attend, they will be issued with a fixed-term exclusion (FTE), followed by a day in intervention on the day of their return.

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

Possession, Sale or Supply of Prohibited Items

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

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

- *Knives*
- *scalpel*
- *pencil sharpener blades*
- *scissors*
- *sword*
- *axe*
- *tools i.e., hammer, screwdriver, chisel etc*
- *stones*
- *sticks*
- *bats*
- *firearm (gun), or imitation firearm*
- *BB gun*
- *Ammunition, or imitation ammunition*
- *slingshot*
- *corkscrew*
- *bottle opener*
- *knuckledusters*
- *biker gloves*
- *compass*
- *acid*
- *lighters and matches*

- *batons*
- *drugs (including everyday medicines that are not required)*
- *alcohol*
- *cigarettes*
- *vapes*
- *fireworks*
- *explosives*
- *any item that that has been modified to have a sharp or pointed end*
- *any item deemed dangerous and unnecessary to have possession of in school*
- *Items that could be used to record a person and go against GDPR guidance*
- *Any extreme material which could cause fear, or offence to members of our school community*

Section 5: The Role of Parents / Carers

At Beckfoot Thornton, we foster close partnerships with parents and expect all our parents to play an active role in their child's education. The use of online monitoring systems such as MyEd and the Student Planner are excellent ways of ensuring your child's application to their studies. Behaviour codes, detentions, notes, and homework are all recorded.

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

Ensuring your child is ready to learn each day is vital. This includes being correctly dressed and having the correct equipment, being well-rested and fed.

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

The students who are most successful at school have parents or carers that work closely with the school and support the behaviour systems and staff who implement them. We understand that occasionally, children make mistakes and sometimes need support in understanding what they did wrong and accept that there are consequences which should be fair and consistent. This is an important life-lesson for our students who will leave the school as young adults and it is important that the child sees home and school working together to ensure there is not a repeat of the same incidents.

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

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

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

As a school, we will continue to exercise these rights in a fair and consistent manner for the best interests of all our students, their families, and our staff.

Section 6: Behaviour codes and Sanctions

Sanctions are consequences to unwanted behaviours that are displayed by a student. These are designed to be fair and proportionate to the performed behaviours. We aim to apply sanctions in this framework consistently and fairly. We will ensure that we follow through with any sanctions as soon after the situation as possible and not make ‘empty threats’.

Sanctions

2B – Disruptive behaviour in classroom	10-minute break detention with the staff member who allocated the sanction for disruption in lesson.
2B – Poor behaviour at social times	10-minute detention with the staff member who allocated the sanction for poor behaviour at social times.
3B -Late to school	30-minute same day whole-school detention 2:30-3:00pm. <i>A second incident of lateness in a week will result in a 60-minute same day whole-school detention 2:30-3:30pm</i>
3B - No planner	30-minute whole-school next-day detention at 2:30-3:00pm for not having a planner.
3B – Continued disruptive behaviour in classroom	30-minute whole-school next-day detention at 2:30-3:00pm for continued disruption in lesson.
3B - Poor behaviour at social times	30-minute whole-school next-day detention at 2:30-3:00pm for continued very poor behaviour at social times.
3B Missed (2B) Detention	30-minute whole-school next-day detention at 2:30-3:00pm due to a missed 2B detention.
4B – 60 Minute Detention – ongoing disruption or refusal	Whole-school detention following continued disruption in the removal room, or refusal to go into a removal room.
4B – 60 Minutes for a serious incident	Whole-school detention issued by pastoral or SLT for incidents of defiance/disruption before, during or after school.
4B Missed (3B) Detention	60 minutes whole-school next-day detention due to missing a 3B detention.

5B – Day in Intervention	Whole-school day/s in intervention as directed by the Pastoral team or SLT.
FTE	Fixed-term exclusion (set number of days)

Virtual Learning Centre

For students who fail the reporting system, accrue a large number of behaviour points, or are involved in a one-off serious incident, they will be placed in our Virtual Learning Centre (VLC). This is a short-term intervention and opportunity for students to learn to regulate their emotions and behaviour and then re-integrate back into mainstream after a positive review in either 7, 14 or 21 weeks. The VLC will use a student tracker and an electronic report will be sent home weekly to feedback on the students' progress. Students who do not successfully pass any of the three review periods will either accept a managed move or face a permanent exclusion.

Managed Moves

Students that are close to failing the reporting system, failing their 3rd review in the VLC, or are persistently causing serious issues and are facing a permanent exclusion, may be offered a managed move to another school at the discretion of the Headteacher. Students who fail a managed move, will not be allowed to return to Beckfoot Thornton. Alternative arrangements will then be provided to the student and family.

Alternative Provision

Students that struggle to cope in a mainstream setting, could be educated in an alternative provision. This could be on-site in the KS3 or KS4 provisions, or at an external provider where it is deemed necessary.

Permanent Exclusion

In rare circumstances, through consultation with the Beckfoot Trust, the Headteacher may decide to permanently exclude a student for either persistent defiance and disruption, or a serious offence.

Classroom Interventions

Stages 1-5 are escalated and occur on a lesson-by-lesson basis. All students will be given a fresh start at the beginning of a new lesson.

Stage 1: Verbal Warning

A "verbal warning" has the following purposes:

- to indicate to students what they have done or that they are doing something unacceptable.
- to form a link to the more serious Stage 2 – second warning if it is required.

Staff must describe the unwanted behaviour and use the words "verbal warning" so that the student clearly understands that they have received a verbal warning and the reasons for it. Staff will never give a "verbal warning" as a blanket sanction to the whole class. Examples of verbal warning could be, "Andrew you have continued to talk across the classroom and are interrupting the learning of

other students. Andrew you now have a verbal warning". Staff will then redirect behaviour with teaching and learning reminders. Staff will set high expectations and consistently use praise to those who are working well.

No further action is required if the behaviour improves.

Stage 2: Verbal Warning & Planner

If a student persists in low-level disruption, staff must now issue a second warning and take their planner from their desk. Staff will explain to the student that the behaviour is still unacceptable and taking their planner is the final warning before an actual sanction is issued. If possible, staff may choose to move the student to a different seat to reduce the possibility of further escalation. If the student's behaviour improves, no further action is required, and the student should collect their planner at the end of the lesson. If further issues continue, staff will move to stage 3.

Stage 3: 10 Minute Break/ Lunchtime Detention

Very occasionally, a student will persist with behaving in an unsatisfactory manner even after receiving their warnings. If this continues, staff will issue a 2B code.

- Staff will record the 2B in the student's planner
- Staff will record the 2B on SIMs at the end of the lesson
- Staff will issue the student with a 10-minute detention at break or lunch as soon as possible – this will be recorded in the planner.
- Staff may move their seating in the room if possible

If a student fails to attend the organised 10-minute 2B detention, staff will go back into SIMs and now add a 3B missed (2B) code and detention. This will generate a 30-minute detention the following day.

Stage 4: Faculty Removal

If the student is persisting to behave unsatisfactorily after the first three stages and shows no sign of improving, they will be issued with a 3B faculty removal code:

- Staff will record the 3B code in their planner and on SIMs.
- Staff will write that they will have a detention after school for 30 minutes the next day.
- Staff will send the student to their faculty removal room or call for assistance from the Behaviour Team.
- Staff will send the student with work they can complete independently.

A stage 4 faculty removal is given for the fourth occurrence of low-level disruptive behaviour. Staff will take the student through the first three stages before reaching stage 4 unless their behaviour is deemed to be of a serious concern.

Each curriculum area will provide a departmental removal timetable to ensure that each timetabled lesson has somewhere for colleagues to send removed students.

Staff who are on this removal timetable will either be:

- (i) Teachers who have curriculum responsibilities or have been identified to be particularly skilled at behaviour management,
- (ii) Are teaching a group who are likely to be well-behaved and accommodating.

Although parents will be informed of the automatic detention centrally, it is the responsibility of the class teacher to discuss the nature of the unacceptable behaviour and seek parental support where issues continue to persist.

Stage 5: Removal to Intervention

If a student misbehaves in a faculty removal room, or refuses to attend, staff will call the behaviour team and the student will be taken to the intervention room. A 4B code will be issued by the pastoral team, which will replace of the 3B issued by the class teacher.

For serious incidents in the classroom or school grounds, staff can contact the behaviour team and the student will be removed to intervention and given a 4B code. This will result in a 60-minute next-day detention. Students will remain in intervention for that lesson and depending on circumstances, further sanctions may be applied. The Pastoral team will inform parents.

Persistent Lateness to Lessons

Students are expected to arrive at lessons as soon as possible whilst following the one-way system in certain parts of the school. Students are to follow school rules whilst moving between lessons and walk in a calm and orderly fashion.

A student will be marked late to a lesson if they arrive significantly later than the rest of their peers without having an explanatory note from a member of staff in their planner. Staff will record a late mark on SIMS.

Students with three or more late to lesson marks in a one-week period will be put onto a form tutor report and their parents will be informed. If the student fails the form tutor report (3 or more late to lesson codes), they will move to a Behaviour Support Worker report.

Detentions

The school has 4 types of detentions, and these are scaled based on; the seriousness of the incident, necessity to increase a sanction due to failure to attend the students' previous sanction, or disruption or defiance during a sanction:

- A 2B detention is only for 10 minutes and must be completed during break or lunch with the teacher that awarded the sanction.
- A late detention which is for 30 minutes after school and is issued for the same day. A 60-minute after school same day detention for the second incident of lateness in a week.
- A 3B detention which is for a 30-minute whole-school detention 2:30-3:00pm and is issued the following day.
- A 4B 60-minute detention which can only be issued by the Pastoral team or Senior Leadership and is for the following day.

The school is legally allowed to issue these sanctions in accordance with the behaviour procedures and protocols, and whilst parents can request for the date to be changed due to an emergency appointment or prior arrangement, the school does not require permission from a parent to issue the sanction.

If a child refuses to attend, or parent refuses to permit their child to attend the detention, the school deem this as a 'failure to attend' and will continue to follow the procedures and protocols accordingly. In these circumstances, the sanctions will be increased to the next level.

For example:

- A missed 2B will become a 3B-MD (Missed Detention) (30 minutes).
- A missed 3B will become a 4B-MD (Missed Detention) (60 minutes).
- A missed 4B will become a day in intervention (8:30-3:30pm).
- A refusal to attend intervention or disruption in intervention will become a fixed-term exclusion, followed by a day in intervention, prior to returning to mainstream.

Simplified Classroom Instructions for the Behaviour System

A copy of the flowchart on the next page for classroom interventions will be available in every classroom for staff and students.

At Beckfoot Thornton, we insist staff are clear, consistent, and immediate with how they challenge poor behaviour.

Classroom Interventions

1 st - Low level disruption - Issue verbal warning	Provide a clear warning using the student's name, whilst making eye contact. This should be directed at only one student at a time.
2 nd - Low level disruption - Take planner	Inform the student that this is their second warning and place their planner on your desk.
3 rd - Low level disruption - Issue a 2B - planner & Sims	Tell the student that they have reached a 2B. At the end of the lesson, record a 10-minute break detention (with yourself) in their planner and also record it on Sims.
4 th - Low level disruption - Departmental removal & issue a 3B – planner & Sims	Press the Sims emergency button for support and remove the student to the faculty removal room. Record a 3B in their planner and on SIMS via your register (subject teacher) to trigger a 30 minute whole-school detention the following day. 3B MUST BE ENTERED ON Sims BY 3PM.
5 th - Low level disruption in the faculty removal room - 4B issued by the Pastoral team	Press the Sims emergency button to request immediate support and removal of the student to intervention. This will trigger a 4B 60-minute detention for the next day. The Pastoral team will replace the teacher's 3B with a 4B.
Any serious incidents deemed high level	For any behaviour that is deemed completely unacceptable, staff should press the emergency Sims button for an immediate removal. The Pastoral team will apply the relevant sanction once they've received an emailed statement from the teacher (3pm deadline that day).

Section 7: Intervention

The Intervention room is a modern and fully equipped classroom that is run by SLT or Pastoral staff. Students work silently and independently. Students use a fully resourced classroom with laptops to access their usual school timetable via remote learning, apart from practical aspects of a lesson.

Specific work such as coursework for students doing their GCSEs, can be made available at key times.

Students can continue learning, as well as engage in restorative meetings and have an opportunity to reflect.

Students have scheduled toilet and lunchbreaks as well as opportunities to develop their reading.

- A functional and purposeful environment with a bank of work which covers every curriculum area.
- A sanction which means that the student will be placed in intervention in the fullest sense of the word. Breaks and lunchtimes will be taken in the intervention room and at no time will students in intervention be allowed to socialise with other students.
- Staffed by the Behaviour team and members of SLT.
- A room which functions from 8:20am to 3:30pm.

Students' commitment will be recorded whilst in intervention and students who do not complete work to a satisfactory standard may be given another day. If they misbehave whilst placed in intervention, students will be issued with additional days within intervention or a fixed-term exclusion. **If a fixed-term exclusion is given to a student due to failing, or refusing intervention, they will be expected to complete a day in intervention on their return.**

Stage 6: Intervention

In the event of particularly poor behaviour in classrooms, around the school or when travelling to and from school, a student may be placed in intervention immediately by the Pastoral team. A student may be placed in intervention for:

- Missed or failed 60-minute detention.
- Smoking or vaping outside of school but in uniform, or around the school grounds.
- Refusing to follow instructions.
- Foul and abusive language.
- Aggressive/violent behaviour.
- Persistent disruptive behaviour (including multiple codes in a single day).
- Defiance or displaying a poor attitude towards staff.
- Refusing to meet our uniform expectations.
- Truancy.
- Unacceptable haircuts/styles/colour.
- Facial piercings.
- Use or exposure of offensive material (non-malicious)
- Inappropriate use of social media.
- Posting or sharing images/content about students, staff, or the school on social media.

Students will also be placed in intervention when an allegation, or incident has arisen, as a safe place for them to be placed whilst the incidents is fully investigated, and statements are taken.

Behaviour Interventions

The school realises that children at times, make the wrong decisions and therefore use a range of interventions to help children moderate their behaviour and learn from their mistakes. Students who require these interventions will have a range of support options also available to them.

Reporting System

Form Tutor Report

Students who accumulate 8 or more behaviour points within a one-week period will be put onto a Form Tutor report for a week and their parents will be informed.

If the student fails the form tutor report (3 or more 'yes' on report), they will move to a BSW report.

Behaviour Support Worker Report

Following the completion of a 60-minute detention, parents will meet with the BSW (call, Zoom meeting, or face to face), and the student will be placed on a 10-day BSW report (2 x 5 days). At this stage in the reporting system, it will be made clear to parents/carers that the student's place at the school is becoming at risk, unless there are significant improvements with their behaviour. If a student gets 3 'yes' marks on their report in a week, they will fail their BSW report. This will result in an intervention placement for one day.

Year Leader Contract

Following a day in intervention, a contract will be drawn up by the Year Leader and specific targets for the student will be agreed. The student and parents will be invited to a meeting to discuss the terms of this contract and be made aware of how close the student is to being removed from mainstream learning and placed in the VLC. Students will be offered a range of supportive strategies from the Year Leader and the SEN department (if a specific SEN need is identified). Contracts will be kept centrally, and copies will be sent home. Students will remain on contract until they have completed 15 days without breaking their contract.

If the terms of this contract are broken, the student will automatically be placed in intervention and a new contract agreed. If a student fails 3 contracts, the student will be given a 2-day fixed-term exclusion.

Senior Leader Report

Parents or carers will meet with the SLT and Year Leader following the fixed-term exclusion and a visit to the VLC will be made. Whilst on Senior Leader (SLT) report, a student is expected to visit their assigned senior leader every morning. The SLT report will last for 10 days (2 x 5 days). If a student gets more than two behaviour codes in a week, they will fail their SLT report. Students who fail the SLT report will receive a 3-day FTE and will then be placed into the VLC.

If a student fails to get their report signed, or loses the report, this will be classed as an automatic failure. If a student is placed in intervention, or issued with a fixed-term exclusion, they automatically fail a report.

If a student is absent, their report will be 'on hold' until they return. Students and parents / carers cannot 'opt-out' of the systems within these procedures and protocols.

Virtual Learning Centre

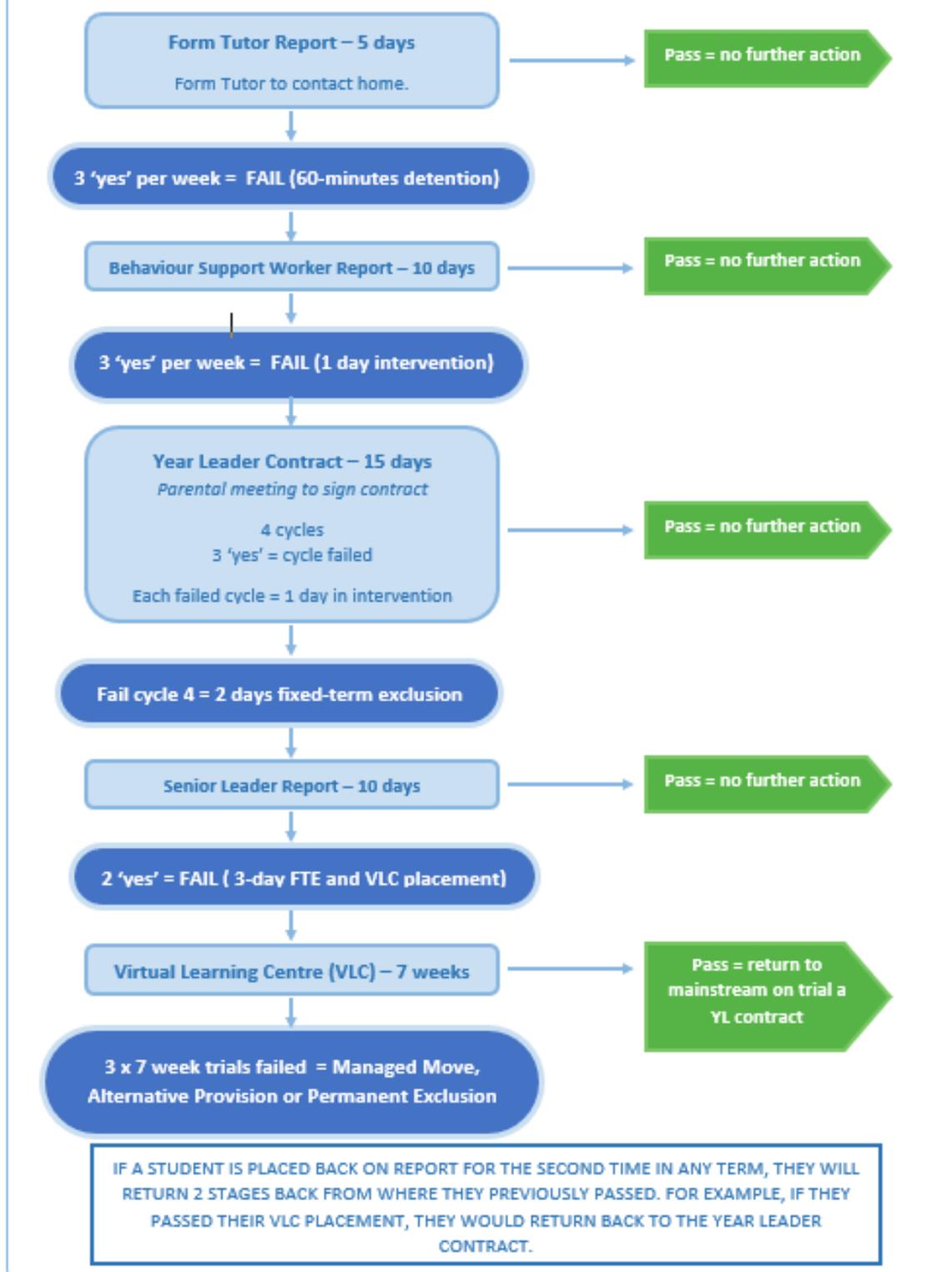
In the re-integration meeting after the 3-day FTE, the student and parent/carer will meet with the Headteacher, and Year Leader. The placement will be for an initial 7 weeks. Students will follow their mainstream curriculum virtually. The VLC will use a student tracker and an electronic report will be sent home weekly to feedback on the students' progress. At the 7-week review, a decision will be made whether the student is re-integrated back into mainstream, or whether they need to complete another 7 weeks.

If a student fails to get their report signed, or loses the report, this will be classed as an automatic failure.

The above reporting system focuses on classroom conduct as well as conduct in and around the school grounds and travelling to and from school. If a student on report is involved in a serious incident, the report will be failed immediately.

The flow chart on the following page shows the 'Report and Contract System' stage-by-stage.

Report and Contract System



IF A STUDENT IS PLACED BACK ON REPORT FOR THE SECOND TIME IN ANY TERM, THEY WILL RETURN 2 STAGES BACK FROM WHERE THEY PREVIOUSLY PASSED. FOR EXAMPLE, IF THEY PASSED THEIR VLC PLACEMENT, THEY WOULD RETURN BACK TO THE YEAR LEADER CONTRACT.

Sanctioning Issues Outside of the Classroom

Whilst most students engage and conduct themselves well in a classroom, some can still be very problematic at social times and travelling to and from school. For those few students that do this, the reporting system does not apply due to minimal classroom codes. Where a student repeatedly fails to meet the high expectations set by the school, the Year Leader will arrange a 'final meeting' with parents and discuss the option of alternative educational arrangements.

Unwanted behaviours that may warrant a 'final meeting' include:

- Numerous fixed term exclusions.
- Numerous interventions.
- Repeated disruption of detention and intervention.
- Repeated refusal to attend detention and intervention.
- Repeated refusal to follow the instructions of a senior member of staff.
- Repeated failure to wear school uniform which has been provided (where possible) for a student who is in incorrect uniform is regarded as failure to comply with a reasonable request.
- Breaches of health and safety rules.
- Verbal abuse of staff, other adults, or students.
- Possession of drugs and/or alcohol related offences.
- Failure to comply with the requirements of the behaviour procedures and protocols.
- Wilful damage to property.
- Any serious misconduct targeted towards any individuals, or groups of people due to their religion, sexuality, gender, race, ethnicity, background, upbringing.
- Bullying.
- Sexual misconduct or harassment.
- Theft.
- Making a false allegation against a member of staff.
- Behaviour which calls into question the good name of the school.
- Misconduct whilst travelling to and from school.
- Persistent defiance or disruption.
- The encouragement or coercion of others to fight.

- Assaults or fighting that is not premeditated or planned.
- Other serious breaches of school procedures and protocols.
- Inappropriate use of school ICT facilities.
- Posting or sharing images/content about students, staff, or the school on social media.
- Setting off the school emergency (fire) alarm.
- Possession, sale, or distribution of prohibited or dangerous items.

The above examples are not exhaustive of all reasons why a 'final meeting' must be conducted.

During the meeting, the student may be issued with a final warning and may also be placed on a behaviour contract. If issues persist, the school will proceed in providing the student and parents/carers with the alternative educational arrangements. This is likely to be a managed move or alternative provision at the Headteacher's discretion. If the school feels it is necessary to permanently exclude, the school will follow the agreed permanent exclusion procedures.

Alternative Educational Arrangements

Managed Move

Students that have failed the second review of the VLC will be provided with the option of a managed move, prior to a permanent exclusion, or being placed in an Alternative Provision. This would be at the Headteacher's discretion.

Students may also be offered a managed move (MM) to provide them with a fresh start at another school. This would be at the Headteacher's discretion. However, if they fail, they will not be allowed to return to Beckfoot Thornton into a mainstream environment.

The option of a managed move may be available to parents/carers as an alternative to a permanent exclusion or being placed in an alternative provision. This would be at the Headteacher's discretion.

On-site Alternative Provisions

Virtual Learning Centre

The VLC provides mainstream students with a 'final chance' to remain in the school. Students who accrue a large number of behaviour points, fail the SLT report, or commit a one-off serious offence, can be admitted into the VLC with a view of removing a number of barriers which are impacting on the students, and providing them with a variety of interventions which will support their re-integration back into mainstream, after a successful review.

KS4 Alternative Provision

The KS4 Alternative Provision caters for some of our more complex and vulnerable students in years 10 and 11 students with emotional and behavioural issues. It aims to meet the needs of the students with bespoke interventions, low student to staff contact ratio, as well as having a highly skilled and experienced workforce, supported by a number of skilled Special Educational Needs professionals.

KS3 Alternative Provision

The KS3 alternative provision has been specifically created to support year 8 and year 9 students with emotional and behavioural issues. It aims to meet the needs of the students with low student to staff contact ratio, as well as having a highly skilled and experienced workforce, supported by a number of skilled Special Educational Needs professionals.

Off-site Alternative Provision

On the rare occasions where the school are unable to meet the high level of needs of the student, an off-site alternative provider will be identified, based on the specific needs of the student.

Power of schools to direct a pupil off-site for education to improve behaviour

It is important for students, parents, and carers to understand that the school has the right to determine the most appropriate provision for a student. This can be in the form of mainstream learning, one of our on-site provisions, or an approved external provider who we work closely with. The DfE guidance, 'Alternative Provision Statutory guidance for local authorities January 2013' states that Governing bodies of maintained schools have the power to direct a pupil off-site for education to improve his or her behaviour. The school takes this decision very seriously and would only look to do this as a last resort, once it is agreed that it is for the best of the individual and / or the other students and staff in school.

Section 8: Exclusions

Stage 7: Fixed Term Exclusion

Students who persistently break their behaviour contract or who are involved in a particularly serious incident may receive a fixed-term exclusion. Fixed-term or permanent exclusions are issued at the discretion of the Headteacher. All decisions to exclude are serious and only taken as a last resort or where the breach of the school rules is serious. The following are examples.

- Refusal to follow the instructions of a senior member of staff.
- Failure to wear school uniform which has been provided (where possible) for a student who is in incorrect uniform is regarded as failure to comply with a reasonable request.
- Breaches of health and safety rules.
- Verbal abuse of staff, other adults, or students.
- Possession of drugs and/or alcohol related offences.
- Possession of prohibited items.
- Smoking or vaping on school site.
- Failure to comply with the requirements of the behaviour system.
- Wilful damage to property.
- Serious misconduct targeted towards Lesbian, Gay, Bi-sexual or Transgender (LGBT) staff or students.
- Racist language or conduct.
- Bullying.
- Sexual misconduct and/or sexual harassment.
- Theft.
- Making a false allegation against a member of staff.
- Behaviour which calls into question the good name of the school.
- Misconduct whilst travelling to and from school.
- Persistent defiance or disruption.
- Minor assaults or fighting that is not premeditated or planned.
- Other serious breaches of school rules.
- Inappropriate use of school ICT facilities.
- Posting or sharing images/content about students, staff, or the school on social media.

- Any serious misconduct targeted towards any individuals, or groups of people due to their religion, sexuality, gender, race, ethnicity, background, political views, upbringing.
- Failing a report.
- Failing or refusing to attend intervention.
- Selling, or supplying prohibited or dangerous items in school.

On the rare occasions where these are needed, SLT will make a referral to the Headteacher who will make the final decision. SLT will consider each case individually including the students' needs before making a referral. As an alternative to exclusion the Headteacher may, in limited circumstances, make use of a partial timetable or external intervention at another school to support a student.

Parents/Carers reserve the right to appeal against an FTE. In the first instance, we advise that this is raised with the Year team. On a rare occasion where a parent/carer is still not happy, it should then escalate to the Headteacher.

The parental communication at the time of exclusion should include a re-integration meeting date that needs to take place with the parent and the child on the day that they are due back to school.

Stage 8: Permanent Exclusion

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

(DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2012)

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

- serious actual or threatened physical assault against another student or a member of staff.
- Sexual harassment, abuse or assault.
- supplying an illegal drug.
- Homophobic or racist bullying over time.
- possession of an illegal drug.
- carrying or threatening another person with an offensive weapon or makeshift dangerous weapon.
- The possession, supplying or discharge of a firework or other explosive material.
- making a serious false allegation against another student or member of staff.

- potentially placing students, staff, and members of the public in significant danger or at risk of significant harm.
- deliberate activation of the fire alarm without good intent.
- repeated or serious misuse of the school computers by hacking or other activities that compromise the integrity of the computer network.
- Posting or sharing seriously damaging images/content about students, staff, or the school on social media.

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community. The Headteacher may also permanently exclude a student for:

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

If a parent/carer wished to challenge a decision, they may raise this with the Beckfoot Trust. They may also wish to contact Education Bradford who can provide people with advice on what options are available. Other sources of free and impartial advice can be found at: Department for Education's statutory guidance on exclusions
www.education.gov.uk/aboutdfe/statutory/g00210521/statutory-guidance-regs2012/guidance

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

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

Considering the reinstatement of a pupil

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

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

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

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

The Ad Hoc Committee can either:

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

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

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

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

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

- The fact that it is permanent.
- Notice of parents' right to ask for the decision to be reviewed by an independent review panel, and:
 - The date by which an application for an independent review must be made.
 - The name and address to whom an application for a review should be submitted.
 - That any application should set out the grounds on which it is being made and that, where appropriate, reference how the pupil's SEN are considered to be relevant to the exclusion.
 - That, regardless of whether the excluded pupil has recognised SEN, parents have a right to require the Academy Trust to appoint an SEN expert to attend the review.

- Details of the role of the SEN expert and that there would be no cost to parents for this appointment.
- That parents must make clear if they wish for an SEN expert to be appointed in any application for a review.
- That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review.
- That if parents believe that the exclusion has occurred as a result of discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. A claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place.

An independent review

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

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

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

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

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

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

A clerk will be appointed to the panel.

The independent panel will decide one of the following:

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

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

Section 9: Safeguarding & Child Protection

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

Senior Leader Mrs Nicola Haworth is our current safeguarding lead and specialist.

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

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

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

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

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

Peer-on-Peer Abuse

The school takes all allegations of peer-on-peer abuse very seriously. Peer-on-peer abuse includes, but is not limited to:

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

It can include grooming children for sexual and criminal exploitation.

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

Peer-on-peer abuse that involves sexual assault and violence is likely to result in a multi-agency response. As well as supporting and protecting the victim, professionals need to consider whether the perpetrator could be a victim of abuse too. Professionals understand that children who develop harmful sexual behaviour have often experienced abuse and neglect themselves.

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

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

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

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

Bullying

What is Bullying?

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

Bullying can be:

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

Cyber Bullying

This is any form of bullying which takes place online or through smartphones and tablets. Social networking sites, messaging apps, gaming sites and chat rooms such as Facebook, Xbox Live, Instagram, YouTube, Snapchat, and other chat rooms can be great fun. Unfortunately, online bullying can happen 24 hours a day, 7 days a week, so it can be particularly distressing. The misuse of social media resulting in (cyber) bullying is taken very seriously by Beckfoot Thornton. Where necessary, the school will involve their Safer Schools Police Officer in all serious cases.

Signs and Symptoms of Bullying

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

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

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

What Students Should Do If They Suspect Bullying

- Inform the nearest member of staff
- Inform the Pastoral team
- Use the Anti-Bullying 'drop boxes' if you wish this to be anonymous
- Talk to one of the Anti-Bullying Champions around school, identified by the 'Stronger Together' badge.
- Talk to a family member

What Will Happen When Next?

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

Who gets bullied?

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

Raising Awareness of Bullying at Beckfoot Thornton

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

These will include:

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

Pupils and parents will need to know that:

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

School will:

- Create a caring, controlled, and safe environment.
- Treat all information seriously, nothing is trivial as it may be central to that person's life.

- Report all incidents to the appropriate Safeguarding or Pastoral member of staff in order that an up-to-date file may be kept.
- Treat incidents sensitively to ensure that the victim does not feel either threatened or inadequate. The same consideration should also be shown towards the perpetrators.

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

Section 10: Further Information

Complaint's procedures

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

Reintegration meetings

Reintegration meetings will be held with the student and parents/carers when a student returns from an exclusion. At this meeting, the student's behaviour will be discussed, and the reintegration form will be completed.

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

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

Screening, Searching and Confiscation

The school follows the DfE guidance 'Screening, Searching and Confiscation. Advice for Headteachers, staff and governing bodies'.

In addition to the practice identified in the DfE guidance, the school also bans the following items and as a result can search students for them:

- Any item brought into the school with the intention of the item being sold or passed on to other students which, in the Headteacher's opinion will cause disruption to the school or be detrimental to school practice.
- The Academy's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.

On the rare occasion that a student refuses a search, the school will assume the student has the suspected item on them and will therefore proceed with the appropriate sanction in accordance with the procedures and protocols. If a member of staff feels that there may be a serious risk to life, or committing of a crime, the staff member would have to take the necessary measures to prevent the student/s accessing the suspected harmful item/s.

Police

The school will involve the police in all matters where criminal activity has taken place or is suspected of having taken place. In addition, the school will inform the police of any intelligence which may support them in preventing or tackling criminal activity.

A student and his or her family have the right to contact the police if they feel that a criminal offence has been committed.

CCTV

The school may use CCTV for the purpose of maintaining discipline and managing behaviour and safety. A separate policy exists which covers the use of CCTV. Due to GDPR regulations, the school is unable to share any CCTV or still images of incidents that occur within the school grounds. The school will always cooperate with the police and provide any requested evidence.

Use of Reasonable Force and Restraint

Please refer to the DfE guidance 'Use of reasonable force. Advice for Headteachers, staff and governing bodies'.

All members of staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of students such as unpaid volunteers, cover staff or parents/carers accompanying students on a school organised visit.

Beckfoot Thornton is committed to using positive behaviour management strategies to help young people learn how to behave appropriately. As a general rule, these strategies are sufficient, but there may be occasions when further interventions are required.

For the purpose of this guidance, physical restraint is defined as an incident when a staff member prevents or restricts a child's movement against their will. A staff member can include any member of school staff, a volunteer, or any other person who is temporarily in charge with the authorisation of the Headteacher.

If physical intervention or restraint of any form is required, a school should adhere to the following principles:

- Restraint is only ever used as a last resort when every other approach has been tried
- Restraint will only be used when a pupil poses a danger to themselves or to others, or they are damaging property on or off site
- Minimal force required will be used
- Staff are trained in the correct use of physical restraint

Physical restraint may include, but is not limited to, the following:

- Guiding a pupil by the arm to remove them from the room
- Blocking a pupil's path
- Standing between pupils to prevent movement
- Physically holding a pupil to prevent a fight

- Holding a pupil on the floor – a pupil must only be held on the floor in extreme circumstances

Physical restraint may be used:

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

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

Safer Schools Partnership Officer

A Safer Schools Partnership (Police) Officer (SSPO) is employed to work at the school. A Safer Schools Partnership is a formal agreement between the school and police to work together in order to keep young people safe, reduce crime and fear of crime and improve behaviour in the academies and their communities.

This involves a police officer working regularly at school to ensure:

- the safety of pupils, staff and the school site and surrounding area.
- help for young people to deal with situations that may put them at risk of becoming victims of crime, bullying or intimidation, and to provide support to those who do.
- focused enforcement to demonstrate that those who do offend cannot do so without facing consequences.
- early identification, support and where necessary challenge of pupils involved in, or at risk of offending.
- improved standards of pupil behaviour and attendance, and less need for exclusions.
- more positive relations between young people and the police and between young people and the wider community.
- effective approaches to issues beyond the school site that negatively impact on pupil safety and behaviour.

Students will:

- feel safer, knowing that a police officer is on hand to help resolve conflicts and respond to harmful behaviour.
- learn more effectively as they grow more confident that they can attend school in safety.

- find out how to avoid being drawn into crime and anti-social or extremist behaviour and learn more about what the police do in the community.
- receive support if they have been victims of crime and learn new skills to avoid being victims and be safer on journeys to and from school; and
- benefit from a positive role model through contact with the SSP officer.

Final Message to Parents and Carers

These procedures and protocols have been produced in liaison with all stakeholders. First and foremost, our students were at the heart of this. These procedures and protocols have been developed over the last four years thanks to feedback from students, staff, parents, carers, Beckfoot Trust and Local Schools Committee.

Our uniform expectations were specifically designed to be neutrally applied to all our students so that boys and girls do not feel like they are being treated differently. Students wanted a set of uniform expectations that are fair, simple, and consistently applied to all. We understand that strict uniform expectations mean there is occasionally a feeling of a loss of individuality for some students. As a school, we want to support our students expressing themselves in different ways. We are confident that our students feel safe, smart, and focused whilst wearing our uniform and understand that high expectations around uniform presentation build the foundations for students to 'enjoy, learn and succeed' in every aspect of their education at Beckfoot Thornton.

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

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

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

These procedures and protocols are designed to remove barriers to every child's education and provide a safe and secure school community.

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