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# Pupil Behaviour and School Discipline Policy

## Beverley High School



Date: September 2021

This policy document is available in a variety of Formats in line with the Disability and Equality Act 2010. It is available as a hard copy from the School Office or can be found on the School website at

[www.beverleyhigh.net](http://www.beverleyhigh.net)

## **One Page Overview: PUPIL BEHAVIOUR AND SCHOOL DISCIPLINE POLICY**

Good behaviour is essential to successful teaching and learning and to maintaining a positive school ethos. Maintaining good behaviour is the responsibility of everyone involved in the school community. It is expected that parents and carers will support staff in this endeavour.

We seek to encourage and enable our students to grow and develop, supporting each other to become the best versions of themselves socially, culturally, as well as intellectually. We are proud of every student at Beverley High School and believe that all students will make the right choices when given time and support to regulate their emotions and behaviour.

### **Behaviour Principles: Ready, Respectful and Safe**

These three principles should guide all behaviour at Beverley High School:

1. Every student should be ready to learn and aim to do their best.
2. All members of the school community should be respectful towards others at all times.
3. All members of the school community should feel safe and be free from discrimination, harassment and victimisation.

### **Consistencies**

- 1 Meet and greet at the door.
- 2 Model positive behaviours and build relationships.
- 3 Plan lessons that engage, challenge and meet the needs of all learners.
- 4 Positively recognise hard work and positive attitude in all lessons.
- 6 Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
- 7 Follow up every time, retain ownership and engage in reflective dialogue with learners.
- 8 Never ignore or walk past learners who are behaving badly.

<b><u>Steps</u></b>	<b><u>Actions</u></b>
Reminder	Remind the student about when they did something positive and to remind them of what they should be doing.
Teacher Caution	A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. Take up time is also given.
SLT Call Out One	This is to provide time for a student to 'walk and talk' with a member of SLT or the class teacher if appropriate. This is an opportunity for the student to learn how to regulate their behaviour and attitude. The student is returned to class if they are apologetic and willing to turn around their behaviour in the classroom. The Return to Learn room may be used to help the student modify their behaviour.
SLT Call Out Two	A student's behaviour is still affecting the learning of others. They have failed to listen to feedback on how to improve. The student will be given a final warning and a decision will be made by SLT about whether the student can stay in school. The Return to Learn room may be used to help the student modify their behaviour.

Serious breaches - A Serious Breach is an incident that may lead to a fixed term exclusion. The alternative to exclusion, where appropriate, is the loss of social time and/or a planned day in the Return to Learn room.

Please see appendix one for specific details for supporting student (s) and the member of staff when student (s) in one class are regularly needing the Teacher Caution.

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## **Full Policy: PUPIL BEHAVIOUR AND SCHOOL DISCIPLINE POLICY**

The Governors and Staff of Beverley High School fully recognise the importance of safeguarding children and play a full and active part in protecting pupils from harm. In developing the Pupil Behaviour and School Discipline Policy, due consideration has been given to the Beverley High School Child Protection Policy and the East Riding Safeguarding Children Board procedures.

### **Introduction**

Good behaviour is essential to successful teaching and learning and to maintaining a positive school ethos. Maintaining good behaviour is the responsibility of everyone involved in the school community. It is expected that parents and carers will support staff in this endeavour.

We seek to encourage and enable our students to grow and develop, supporting each other to become the best versions of themselves socially, culturally, as well as intellectually. We are proud of every student at Beverley High School and believe that all students will make the right choices when given time and support to regulate their emotions and behaviour.

### **Links with other policies**

It should be noted that this policy does not stand alone but is written in conjunction with a number of other school policies/documents, amongst them are:

Child Protection Policy	Drug and Substance Misuse Policy
School Dress Code	Independent Learning Policy
Whole School Attendance Policy	Home School Agreement
Anti-bullying Policy	Equal Opportunities Policy
Exclusions Guidance	SEND Policy
Race Equality Policy	E Safety Policy
Educational Visits Policy	Complaints Procedure
Praise Policy	New and Emerging Technologies Policy
Mobile Phone Policy	Report Policy

### **Principles of the Policy**

- that education should foster respect for the nature and dignity of each person.
- that each person within the school community has the right to a safe and secure environment.
- that a well ordered and supportive community is necessary to allow each person to reach their potential.

### **Aims of the Policy**

The purpose of this document is to encourage a consistency of approach amongst staff to dealing with poor behaviour, in addition, setting clear guidance for pupils and parents/carers. These expectations will also apply when a pupil is representing the school, for example, on school trips, work experience or during the journey to and from school. Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any incidents occurring anywhere off the school premises. Typically, this would include such incidents when pupils were in school uniform or representing the school in some other way.

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This does not mean that the school has responsibility for the behaviour of students on mobile devices/social media and outside of school hours, during the school holidays or at the weekends. During this time, young people are the responsibility of their parents.

The policy outlines our principles, ethos and strategies to employ to encourage positive behaviour. It begins to explain the reasons behind our high expectations and why it is important to help students reflect and modify their behaviour.

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## Specific Aims

- to create an orderly atmosphere for effective teaching and learning.
- to establish clear expectations as to what constitutes positive behaviour.
- to promote respect for others.
- To create a culture of exceptionally good behaviour.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.
- to promote an anti-bullying ethos.
- to work in partnership with pupils, parents/ carers and outside agencies to promote the above.

## Expectations for members of the Beverley High School Community

These three principles should guide all behaviour at Beverley High School:

1. Every student should be **ready** to learn and aim to do their best.
2. All members of the school community should be **respectful** towards others at all times.
3. All members of the school community should feel **safe** and be free from discrimination, harassment and victimisation.

### Ready:

- to have good attendance. Students should aim to be at school all day and every day.
- to be punctual. Students should arrive to school and all lessons on time.
- to wear Beverley High School uniform with pride.
- to have the correct equipment for school.
- to participate in learning within lessons and to take advantage of the many different opportunities that the wider curriculum in school offers.

### Respectful:

- to be courteous, honest and fair in our dealings with each other.
- to co-operate with each other to ensure that everyone can achieve their full potential.
- to create a pleasant environment and atmosphere for people to work in.
- to be considerate and aware that what we say and do has an effect on others.
- to treat the property and equipment of all those in the community with respect.
- to listen and act upon instructions.

### Safe:

- to be kind with words and actions to help everyone feel safe and supported.
- Report concerns to a Form Tutor, teacher or member of the pastoral/wellbeing team if students are worried about themselves or others.
- To be kind to others online and to be aware of the importance of online safety.

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## Strategies for a positive working environment

At Beverley High School we recognise that a positive and supportive approach helps to foster good behaviour. Positive and constructive modelling of expected behaviour from staff, parents/carers and pupils is often sufficient to prevent the majority of unacceptable behaviour. This document contains information and guidance on how to maintain this and to manage unacceptable behaviour.

There are a range of strategies that staff should use to maintain a positive working environment within lessons:

- Well planned and engaging lessons.
- meeting the individual needs of students in each class.
- Clear expectations, consistently and fairly applied.
- Not ignoring low level disruption.
- Consideration of seating plans.
- Verbal and non-verbal indications of disapproval.
- Specific praising for those that have followed an instruction as a hint to others.
- Use of rewards such as positive contact home, celebration events or nominations for weekly, termly and yearly whole school praise.

Strategies to be used throughout the school:

- Positively reinforces behavioural norms.
- Promote and support self-esteem, self-discipline and self regulation of behaviour and attitudes
- Teach appropriate behaviour through positive interventions
- Model appropriate behaviours
- Positively reinforce high expectations
- Look to identify reasons why a student is not behaving appropriately.

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## Consistent cultures of excellent behaviour management

There is no instant solution or short cut to dealing with and tackling poor behaviour. It is not possible to provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building rapport with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals they respect adults and accept their authority.

### All staff

1. **Meet and greet** at the door whenever possible.
2. **Model** positive behaviours and build relationships.
3. **Plan** lessons that engage, challenge and meet the needs of all learners.
4. Recognise good behaviour and positive attitude in lessons.
5. Be **calm** and give 'take up time' when going through the steps. Prevent before sanctions.
6. **Follow** up every time, retain ownership and engage in reflective dialogue with learners.
7. **Never ignore** or walk past learners who are behaving badly.

### Form Tutors

Form Tutors are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Form Tutors will:

- Act as 'first port of call' for pupils and parents
- Carry out daily uniform checks and associated procedures. Please see appendix two for specific details.
- Liaise and communicate with Parents/ Carers, Year leaders and Wellbeing team
- Accompany pupils to assembly and remind pupils of assembly expectations
- Encourage forms to take pride in their form rooms and other shared spaces
- Ensure that forms are kept up to date with expectations, clubs and news

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- Carry out planned activities in registration time – reading, discussion topics etc.
  - Regularly celebrate members of their form whose efforts go above and beyond expectations

## **Middle Leaders**

Middle Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Middle Leaders will:

- Be a visible presence in the Department to encourage appropriate conduct
- Support staff in returning learners to learning by sitting in on follow up meetings and supporting staff in conversations
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Encourage use of praise and rewards
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Make sure that the 'buck stops here'

For continued behaviour issues within a class/ with a student the Middle Leader will support members of their department. The following system should be followed:

**Phone call home:** If a student's behaviour and attitude has affected learning for a couple of lessons the teacher needs to contact home to raise this with parents / carers. Teacher and parent / carer might agree on a specific target for their lessons to help the student focus and to give an opportunity for feedback and praise. Teacher will talk to the student's Form Tutor about the concerns.

**Middle Leaders / Head of Department (HoD):** If a student's or students' behaviour and attitude still continue to affect the learning, the teacher needs to discuss this with the Head of Department (HoD). The HoD will raise this concern with the Pastoral Manager to see if there are other issues / concerns. HoD will look at intervention to support the member of staff and improve the student's behaviour and attitude. HoD monitors the situation, communicates with parents / carers and the Form Tutor.

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## **The Middle Leader / HoD might use a range of interventions:**

- 1) Department report card with specific targets relevant to the student and the lesson.
- 2) Planned department withdrawal for no more than 2 lessons to help build positive relations with the rest of the class and to give the student and teacher time to discuss the issues outside of the lesson.
- 3) Further encouragement to attend Curriculum Support Sessions

All of the above interventions need to be supported with communication with parents / carers and with a restorative meeting with the teacher and student. SLT and / or HoY can support departments with restorative meetings – if needed.

See appendix one for further information about the policy surrounding continued problems within the classroom.

## **Senior Leaders**

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Take time to welcome learners at the start of the day whenever possible
- Be a visible presence around the site
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support middle leaders in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess school wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies

Senior leaders will attend Edulink Call Out One and Two and speak to the student about their behaviour / attitude or stay with the class whilst the class teacher speaks to the student away from their peers. When speaking to a student please 'walk and talk', the shoulder to shoulder walk encourages students to be more open with their responses which might help the senior leader to identify the reason for their poor attitude and behaviour. The senior leader will work with the teacher, Middle Leader, Form Tutor and Head of Year to help support the student.

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Walk and Talk questions:

What has happened?

What were you thinking at the time?

Who has been affected by the actions? *This is a really critical question, as they start to realise that there are many people affected, parents/carers, their Pastoral Manager, Head of Year, the teacher, other children; that starts to question internally their behaviour.*

How have they been affected?

What needs to be done now to make things right?

How can we do things differently in the future?

Are you ready to return to lesson, I believe that you can do this?

Senior leaders need to record Call Out One on Edulink so the Form Tutor, Head of Year and parents / carers are notified.

### **Recognition for effort**

We recognise and reward learners who go 'over and above' our standards. Our praise policy identifies this in more detail. However, it is important to remember that rapport with students develop when their hard work is recognised. A quiet word of personal praise helps to build positive classroom management and helps to engage students in a 'love of learning'.

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is not only the key to developing positive rapport with students, including with those learners who are hardest to reach, but also develops positive communication with parents / carers. For further details of how to praise students please see the Praise Policy.

## Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct

<u>Steps</u>	<u>Actions</u>
Reminder	<p>Remind the student about when they did something positive and to remind them of what they should be doing. The teacher will check that the student understands the task at hand and / or the reason for listening to the explanation or the answers of others. The teacher may remind the student about how 'engagement is the gateway to learning' and that the brain cannot learn if it is distracted.</p>
Teacher Caution	<p>A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Students will be reminded of their good previous good conduct to prove that they can make good choices.</p> <p>Scripted approaches at this stage are encouraged:</p> <ul style="list-style-type: none"><li>• Gentle approach, personal, non-threatening, side on, eye level or lower.</li><li>• State the behaviour that was observed and which rule/expectation/routine it contravenes.</li><li>• Tell the learner what the consequences of their action is.</li><li>• Refer to previous good behaviour/learning as a model for the desired behaviour.</li><li>• Walk away from the learner; allow them time to decide what to do next.</li><li>• If there are comments, as you walk away write them down and follow up later.</li></ul> <p><i>We should resist endless discussions around behaviour and spend our energy returning learners to their learning.</i></p> <p>The student may need some time out to self-regulate their emotions / behaviour. Students should only stand outside classrooms if they need to cool down and/or to defuse a situation. In general, three minutes should be enough. The student is asked to reflect on their next step. Again they are reminded of their previous conduct/attitude/learning.</p>
SLT Call Out One	<p>This is to provide time for a student to 'walk and talk' with a member of SLT or give time for the class teacher to talk to the student away from their peers.</p>

	<p>This is an opportunity for a student to learn how to regulate their behaviour and attitude. The following questions should be asked:</p> <p>What has happened?          What were you thinking at the time?          Who has been affected by the actions? <i>This is a really critical question, as they start to realise that there are many people affected, parents/carers, their Pastoral Manager, Head of Year, the teacher, other children; that starts to question internally their behaviour.</i>          How have they been affected?          What needs to be done now to make things right?          How can we do things differently in the future?</p> <p>Additional advice will be given for specific students by the SENDCO, PP Manager and/or Safeguarding/ Child Protection Officer.</p> <p>The student is returned to class if they are reflective and willing to turn around their behaviour in the classroom. The Return to Learn room may be used to help the student modify their behaviour further.</p> <p>The member of SLT records this on Edulink as SLT Call Out 1 and an email notifies parents/ carers, the Form Tutor and Head of Year that their child/student has been spoken to about their poor behaviour.</p>
SLT Call Out Two	<p>A student's behaviour is still affecting the learning of others. They have failed to listen to feedback on how to improve.          The student will be given a final warning and removed from the lesson a decision will be made by SLT about whether the student can stay in school.</p> <p>The member of SLT records this on Edulink as SLT Call Out 2 and an email notifies parents/ carers, Form Tutor and Head of Year that their child has been spoken to about their poor behaviour. In the event of an exclusion the parent / carer is contacted by phone.</p>

## The follow up

- the teacher should always endeavour to "follow up" a behaviour incident with the student themselves
- sometimes this will be at the classroom door when the student returns for the next lesson; for more serious incidents and when time allows the teacher will arrange time to discuss the issue with the student – it can be helpful to have another member of staff present for support. Pastoral Managers and Heads of Year can help to organise these meetings.
- The follow up is not about teachers explaining what the student did wrong but it should be seen as an opportunity for positive reinforcement, to outline the behaviour they want to see in the future and agree that there will be a fresh start.

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Staff will always deliver cautions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

### **When should a reminder / caution be given?**

A warning/sanction might be given for persistent low level disruption or a single incident that has the effect of disrupting learning. Behaviours might include repeated interruption through talking or calling out; being off task or disturbing others; answering back; rude or discourteous behaviour to others or failure to follow instructions.

Following an initial sanction, the pupil continues to disrupt learning. This may be for similar behaviours as the original behaviour point or a new inappropriate behaviour and a further caution should be issued; however, please support this with positive encouragement, reminders of when they have worked hard and also try and engage the student in the lesson and this might include reviewing information already provided and / or working with the student on a specific task.

**If a student is directly rude to a member of staff or another student in lesson the teacher MUST use the SLT callout. We do not redirect, remind or give a Teacher Caution for rudeness towards a member of staff or student.**

### **How should a caution be recorded?**

The Reminder and Teacher Caution are not recorded. These are quick comments to help focus and engage the student in the lesson. Nevertheless, if student needs these reminders in two lessons in one half term the teacher needs to contact parents/ carers to address the issue. The teacher should notify their Head of Department. Appendix one provides further information about the actions needed to support a student who has disrupted the lesson for more than two lessons.

#### **Caution Two – Callout for SLT**

The member of SLT will log this on Edulink and an email will be sent home. A note will be added to Edulink to explain the reasons for the Callout this provides essential information for the admin team, Form Tutor and Head of Year.

#### **Caution Three – Callout for SLT**

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The member of SLT will log this on Edulink and an email will be sent home. If the student stays in school the Pastoral Manager or Head of Year will try and speak to parents directly about this issue at the end of the day. A note will be added to Edulink to explain the reasons for the Callout this provides essential information for the admin team, Form Tutor and Head of Year.

If the student is excluded the Assistant Headteacher for Behaviour and Attitudes will contact home or the member of SLT on call.

### **What other behaviours should be recorded on Edulink?**

We must remember that recording behaviour points on Edulink is not a consequence in itself. It is used for Form Tutors, Heads of Year and SLT to see to analyse a student's or class / year behaviour. It provides information to use when speaking to parents.

Uniform issues should be recorded on Edulink.

We often find that there are uniform issues after a school holiday, with this in mind the following system will take place at the beginning of each half term:

#### **Specific date provided here**

Form Tutor Check: Please complete a uniform check of the – length of skirts, piercings, hair colour, nail length / colour, shoes etc.

Form Tutor needs to make a phone call to parents to discuss uniform concerns by \_\_\_\_\_. Form Tutor to record the uniform concern on Edulink once for the period \_\_\_\_\_. Form Tutor will speak to HoY about any students/ parents who have not responded positively.

#### **HoY Uniform Check: Specific date provided here**

HoY will speak to the students identified by the Form Tutor (see above), this includes students who have improved their appearance. PP Manager will speak to PP students.

Further concerns – HoY/ PP manager phone call to parents/ carers by \_\_\_\_\_ and record the uniform concern on Edulink.

#### **HoY Uniform Check: specific date provided here**

HoY will ask to see the students identified above as a concern.

If the uniform issues have not been addressed the students will lose social time from \_\_\_\_\_. This will be organised with HoY and SLT. HoY will see students daily to check their uniform and record this on Edulink. HoY will speak to the Safeguarding Officer and /or Emotional Health Worker about any students with underlying emotional health concerns for self-esteem intervention. PP Manager will intervene further to support specific students.

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### **Assistant Headteacher Uniform Check: specific date provide here**

AH for Attitudes and Behaviour will speak to students and parents about uniform concerns. The students will continue to lose their social time until the problem is rectified. This will be logged on Edulink each day. Emotional health and PP support will continue.

For uniform issues that are not after a school holiday also the system below will be followed (this can also be found in appendix two:

#### **Form Tutor Identifies the Uniform Concern**

The student is spoken to and given 24 hours to correct the issue. If the uniform is completely inappropriate the Head of Year is contacted during registration. The incorrect uniform is recorded on Edulink and parents / carers are automatically notified.

#### **Form Tutor contacts parents / carers directly**

The student returns to school and has not corrected the uniform issue. The Form Tutor records this on Edulink and makes a phone call to parents. The Form Tutor speaks to the PP Manager where appropriate and the Head of Year.

#### **Head of Year Uniform Check**

.HoY will speak to the students identified by the Form Tutor (see above), this includes students who have improved their appearance. PP Manager will speak to PP students.

Further concerns – HoY/ PP manager will contact parents/ carers. The student will start to lose social time for not having the correct uniform. If appropriate the HoY will speak to Emotional Health Support Worker to support the student.

#### **Assistant Headteacher Uniform Check**

AH for Attitudes and Behaviour will speak to students and parents about uniform concerns. The students will continue to lose their social time until the problem is rectified. This will be logged on Edulink each day. Emotional health and PP support will continue.

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A teacher can also record the following behaviour points:

- 4) No equipment and books / No PE kit
- 5) Failed to complete Independent Learning (please see Independent Learning Policy for further details)
- 6) Used inappropriate language
- 7) Break time incident – record details of the incident
- 8) Lunchtime incident – record details of the incident
- 9) A student arrives over 5 minutes late to the lesson. Please see the continued behaviour problems appendix one if punctuality continues to be a problem.

A member of SLT, HOY or member of the Wellbeing Team can also record the following:

- 1) Rude to a member of staff / defiance
- 2) On report
- 3) Misuse of emails
- 4) Caution One and Caution Two with comments.

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Behaviour Policy for lessons:

**Teacher Reminder:** Remind the student of expectations, e.g. "Student 1, nice to see you today, please remember that we need to walk into the classroom quietly. Let's try this again. Thank you."

**Teacher Caution:** "Student 1, you are talking a lot today. Is everything okay? It is important that we concentrate on the work and keep our conversations focused on the task at hand. Remember last lesson when you completed.... Let's make the most of the rest of the lesson and focus on the work. Thank you"

The above is supported by positive encouragement to the class "Excellent attitude and work today" "Thank you for...." "I have been looking forward to seeing you all and for working on...." Positive encouragement to the individual for making the right choices.

**SLT Call Out 1:** Using Edulink Callout the teacher asks for SLT to come to the classroom to speak to the student about their poor choices. If appropriate, the teacher may ask the member of SLT to stand with the class so they can have a longer conversation with the student. **SLT will log this call out on Edulink and parents/carers will be notified.**

If the student is apologetic and is able to return to lesson to work and rectify their attitude, the student can go back to the class. If they are not, they will sit in the 'Return to Learn' room and continue to reflect on their attitude and decisions. The consequence for this, is the loss of their social time.

**SLT Call Out 2:** The student returned to lesson; however, they have failed to change their attitude and behaviour. The teacher uses Edulink Callout. A member of SLT will attend and the student will be asked to leave the room. A decision will be made on whether the student can stay in school. **SLT will log this call out on Edulink and parents/carers will be notified. This action will result in the loss of social time.**

Continued behaviour problems

**Phone call home:** If a student's behaviour and attitude has affected learning for a couple of lessons the teacher needs to contact home to raise this with parents / carers. Teacher and parent / carer might agree on a specific target for their lessons to help the student focus and to give an opportunity for feedback and praise. Teacher will talk to the student's Form Tutor about the concerns.

**Head of Department (HoD):** If a student's behaviour and attitude still continue to affect the learning the teacher needs to discuss this with the Head of Department (HoD). The HoD will raise this concern with the Pastoral Manager to see if there are other issues / concerns. HoD will look at intervention to support the member of staff and improve the student's behaviour and attitude. HoD monitors the situation, communicates with parents / carers and the Form Tutor.

**Behaviour Intervention:** If a student's behaviour and attitude still continue to be a problem and / or if there are a number of concerns raised by different subjects the HoY with Pastoral Manager will look at whole school behaviour intervention. This will include individual /small group intervention and a report card. HoY monitors the situation and communicates with parents / carers and the Form Tutor.

**Assistant Headteacher Intervention:** If a student's behaviour and attitude still continue to be a problem the Assistant Headteacher for Behaviour and Attitudes will work with the student. This will include 1:1 intervention and a report card. AH monitors the situation and communicates with parents / carers and Form Tutor.

**Deputy Head and Headteacher Intervention:** If a student's behaviour and attitude still continue to be a problem the Deputy and Headteacher will meet with parents / carers and then work with the student.

**Governor Intervention:** If a student's behaviour and attitude still continue to be a problem a member of the Governors will meet with parents/ carers and then work with the student.

## Appendix 2

**Specific date provided here**

Form Tutor Check: Please complete a uniform check of the length of skirts, piercings

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**HoY Uniform Check: Specific date provided here**

HoY will speak to the students identified by the Form Tutor (see above), this includes students who have improved their appearance. PP Manager will speak to PP students.

Further concerns – HoY/ PP manager phone call to parents/ carers by \_\_\_\_\_ and record the uniform concern on Edulink.

**HoY Uniform Check: specific date provided here**

HoY will ask to see the students identified above as a concern.

If the uniform issues have not been addressed the students will lose social time from \_\_\_\_\_. This will be organised with HoY and SLT. HoY will see students daily to check their uniform and record this on Edulink. HoY will speak to Safeguarding Officer and/or Emotional Health worker about any students with underlying emotional health concerns for self-esteem intervention. PP Manager will intervene further to support specific students.

**Assistant Headteacher Uniform Check: specific date provide here**

AH for Attitudes and Behaviour will speak to students and parents about uniform concerns. The students will continue to lose their social time until the problem is rectified. This will be logged on Edulink each day. Emotional health and PP support will continue.

Please note: The logging on Edulink is not a consequence. Logging an incident or issue is just for information that the Form Tutor, HoY and SLT can use when speaking to parents/ carers or the student.

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In the interests of Safeguarding for pupils and staff it is essential that staff record incidents, contact and meetings with parents and external agencies. Information, incidents and conversations are to be recorded in the following way:

**EduLink:**

**Information Only**

This can be used to record a conversation with parents / carers about a student. This does not need to be completed for every phone call only when deemed necessary.

**Behaviour**

Behaviour will be added by the member of SLT called to Call Out One and Call Out Two. Email or speak to the Middle Leader, Assistant Head when appropriate. See appendix one on how to deal with behaviour issues.

**CPOMS:**

This should be used to record any safeguarding concerns and the Child Protection Coordinators need to be alerted so they can see this information. **If serious, please speak directly to one of the Coordinators as soon as possible. If the CPCs are unavailable, the member of staff must report their concerns to the Head teacher.**

CPOMS can also be used for peer disputes, bullying or emotional health concerns. Please also speak to the Head of Year or SLT about any concerns.

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## **Appendix 4**

### **Curriculum Support and the Loss of Social Time**

#### **Curriculum support:**

If a student fails to complete their homework the teacher needs to talk to the individual about the reasons why they did not do the work. The students are given a warning for their first offence and the offer of help through the curriculum support lunchtime session. The teacher needs to speak to the Head of Wellbeing or the Head of Year if there are any concerns surrounding the reasons for the lack of work. The teacher should record whether a student has handed in work on Edulink under 'learners' on the homework icon. Parents / carers can then see this on their Edulink app.

If the student fails to hand in work for the second time the teacher needs to log this on Edulink under behaviour type 'failed to complete homework.' This generates a generic email to the parent / carer to explain that their child has not handed in their work. The teacher needs to tick 'no' in the learner section on the homework icon on Edulink. This makes it clear to parents / carers and the student which piece of work they have not handed in.

Students are then encouraged to attend curriculum support and their attendance can be monitored on Edulink. This lunchtime support session is staffed by subject teachers and can help students complete their work. Students can also attend these sessions voluntarily if they want further support.

#### **Loss of social time**

A student will lose social time during lunch for not returning to lesson after call out one or call out two. They will spend the 45 minutes with a member of SLT or a Head of Year. A member of SLT or Head of Year might also decide that a student loses their social time for another reason, such as,

A lack of respect toward a member of staff in lesson or around the school

Smoking on school site (repeated offences will result in meeting with parents/carers and possible exclusion)

Arriving late to school or lesson (more than 3 times in a half term)

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## **Appendix 5**

### **Fixed Term Exclusion**

Fixed term exclusions are used sparingly and only ever as a last resort by the school. Beverley High School seeks to retain pupils in lessons and/or learning wherever possible. If a pupil is excluded, parents are always informed by a phone call and then in writing. The letter will indicate the length and reason for the exclusion; as well as details of the reintegration meeting to be attended by both the parent/carer and pupil and the appeals procedure. Work will be sent to the student via email.

For serious one-off incidents, pupils may be offered Isolation in another local school setting as an alternative to a fixed term exclusion. This will always be done in agreement with parents/carers. Pupils excluded for longer than 5 school days will be hosted by another local school setting. Excluded pupils will be set work by the home school which should be handed in upon their return.

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