



THE BEMROSE SCHOOL BEHAVIOUR POLICY

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'Learning together, working together, achieving together'

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Whole School Behaviour Policy

1. Aims of the Behaviour Policy

Pupil discipline and behaviour is based on positive relationships that permeate across the whole life of the school and is very important to the quality of teaching and learning. The Bemrose School is a fully inclusive school. Inclusion is fundamental to the school and pupil's needs are at the heart of all we do.

The Bemrose School's Behaviour Policy strives to promote good behaviour and deter poor behaviour, including all forms of bullying. The Bemrose School will communicate with the pupil's parents and other stake holders about the policy on an annual basis and will publicise the policy on the school's website.

The school strives for all pupils to be happy and purposeful in their day-to-day life. The Bemrose School entitles all pupils to achieve to their maximum both in terms of academic achievement but also in opportunities to develop the pupil's self.

All staff should expect respect, consideration and courtesy from the pupils and this should naturally be reciprocated by the staff. The process of learning and personal development is best facilitated through positive relationships between staff and pupils that will result in mutual respect, consideration and courtesy. The Bemrose School has at its core, the key values of ambition, hard work, fairness and mutual respect which support a positive culture and learning environment for everyone.

Positive behaviour management is the way that issues should be challenged. Rewards and praise should be prevalent in recognising all achievements in learning, behaviour, attainment and contribution, however small. Praise begins with the frequent use of positive, encouraging language and gestures, both in lessons and around the school, so that positive behaviour is instantly recognised and positively rewarded. A more formal rewards system (including, but not limited to, kudos points, shout outs, certificates, trips, exclusive events and prizes) is also used to recognise and congratulate pupils when their behaviour, attitude, effort, achievement or commitment reflects The Bemrose School values. All staff should consistently use the school's rewards systems which strives to recognise the positive contribution pupils make.

In the case of poor behaviour that impacts on teaching, learning and progress, pupils will be removed from the teaching environment to allow staff and pupils to continue with their work and learning. Different phases of the school will follow their individual behaviour codes and the whole school policy. Pupils will have support and interventions to identify and address their poor behaviour.

The Bemrose School will use sanctions such as detentions, both during and after school, Behaviour Support Room and off-site placement and fixed term suspension. Time in the Behaviour Support room will commence at 8:30am and conclude at 3.30pm, when the student will be sent home with work unless a prior arrangement with the Leadership Team has been agreed. The Primary Phase will use the

sanctions of missing lunchtime and playtime minutes according to the child's age and in more serious situations the child may have internal or fixed term suspension.

As with all schools, The Bemrose School has a statutory power to discipline pupils for breaches of school rules, failure to follow instructions or other unacceptable conduct during school and on the way to and from school. All teachers and other staff in charge of pupils have the power to discipline under Section 89 of the [Education and Inspections Act 2006](#).

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Working together to improve school attendance \(applies from 19 August 2024\) \(publishing.service.gov.uk\)](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Roles and responsibilities

3.1 The Governing Body

The Full Governing Body is responsible for reviewing and approving the written statement of behaviour principles as referenced in the school procedures [see below].

The Full Governing Body will also review this Behaviour Policy in conjunction with the Executive Headteacher and monitor the policy's effectiveness, holding the Executive Headteacher to account for its implementation.

3.2 The Executive Headteacher

The Executive Headteacher is responsible for reviewing this Behaviour Policy in conjunction with the Full Governing Board, giving due consideration to the school's statement of behaviour principles.

The Executive Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. The Executive Headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

3.3 Staff

Staff are responsible for:

- Implementing the Behaviour Policy consistently
- Modelling positive behaviour
- Building positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The Leadership Team will support staff in responding to behaviour incidents.

3.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher/form tutor promptly.

4. Monitoring arrangements

This Behaviour Policy will be reviewed by the Executive Headteacher and The Full Governing Board annually. At each review, the policy will be approved by the Executive Headteacher.

The written statement of behaviour principles will be reviewed and approved by the Full Governing Board annually.

Through the Heads Report, the governors are provided with information to allow them to strategically monitor and evaluate the effectiveness of the Behaviour Policy.

5. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Anti-Bullying policy

- Attendance Policy
- Online Safety Policy
- Staff Code of Conduct Policy

Addendum 1

The Bemrose School Behaviour Policy sometimes employs detentions as one of the sanctions it may impose against an individual. The Bemrose School staff have a statutory power to put pupils aged under 18 in detention after school sessions, on some weekends and non-teaching days. The member of staff will inform the pupil and the parents of the detention and the school endeavour to give 24 hours' notice of detentions outside school sessions (though it is not required to by law).

If a pupil chooses to bring an item, whether a weapon or a substance that school staff believe places others in danger, the school reserves the right to search the pupil. Any search will be conducted by two members of staff [as agreed by the Executive Headteacher] one of whom will be of the same sex as the pupil. If the pupil has an item that is inappropriate it will be confiscated and stored in the school safe to be returned to the parent or carer of the child at a mutually convenient opportunity (if appropriate). The Bemrose School may contact the police and also impose a sanction in accordance with the school policy.

If a pupil is caught smoking or vaping on the school site, the Governors have agreed a series of sanctions. These sanctions include support to help stop smoking or vaping, detentions, seclusions and fines for parents/carers.

We manage our behaviour system by looking to work with parents and pupils so we all have a responsibility to oversee the high expectations we would wish for regarding behaviour. We will use internally managed provision and Derby City Secondary schools will seclude pupils and host them at other schools. If an offsite seclusion is issued, then we will work to facilitate this placement with school resources such as taxis etc. If a parent or pupil refuses to attend this placement the school may, reluctantly, convert this placement to a fixed term suspension retrospectively if a resolution cannot be found with the parent or pupil.

Our most serious sanction is suspension and will not be used lightly. The Executive Headteacher, and in their absence, the Heads of Schools have the authority to make decisions regarding sanctions to be imposed. A number of fixed term suspensions can lead to a Permanent Exclusion (expulsion). The Bemrose School will endeavour to work with parents/carers to take into account the individual needs of the pupil to resolve the situations and prevent behaviours escalating to further disaffection and suspension. The Bemrose School will give children the opportunity to have a managed move to a fresh school to help prevent any further suspensions or possible permanent exclusion (expulsion). Only the Executive Headteacher, and in their absence, the Heads of Schools have the right to recommend to the school's Governing Body, the permanent exclusion (expulsion) of a pupil.

Behaviour Policy Principles

Pupil behaviour is the responsibility of **all staff**. Please support each other by consistently implementing this policy at all times.

Good behaviour is at the heart of our school and is fundamental to the function of The Bemrose School. Without good behaviour and values pupils cannot learn and therefore succeed in life. For this reason, The Bemrose School is committed to ensuring that standards of behaviour and values are high and constantly improving.

Respect is integral in the development of high standards of behaviour. Respect for members of the school community, equipment, buildings and facilities are essential for all stakeholders. Staff, parents and pupils themselves all have a role to play in ensuring positive and productive learning environments for the whole school and community. The Bemrose School will always strive to support all pupils and provide them with the guidance, support and help they need to overcome any barriers they may have to be successful citizens.

Relational approach is a way of interacting or communicating with others that embodies core values such as respect, inclusiveness, honesty, compassion, cooperation and humility. The Bemrose School is committed to building positive relationships between staff and pupils.

The key to the effectiveness of this policy is **consistency**.

Good Practice – a whole school approach (Appendix 1)

Acceptable standards of behaviour, work and respect depend upon the example of us all. Every member of staff has a positive contribution to make.

- Good order must be worked for; it does not simply happen:
 - Set high standards and expectations
 - Apply rules firmly, fairly and consistently
 - Expect to give and receive respect
 - Build positive relationships
 - Treat everyone as an individual within the school community
- Relationships are vital: relationships between everyone and at every level.
Take the initiative:
 - Greet and be greeted
 - Speak and be spoken to
 - Smile and relate
 - Communicate
- Expect to deal with all poor behaviour in the manner which is most appropriate to the situation

- 'Problems' are normal where pupils are learning and testing the boundaries of acceptable behaviour. Our success is judged not by the absence of problems but by the way we deal with them:
 - Avoid confusion
 - Listen
 - Establish the facts
 - Judge only when certain
 - Use sanctions sparingly

- All informal contact contributes to standards of behaviour. Help to establish and maintain that standard by taking the initiative at every opportunity. Expect to:
 - Start the dialogue
 - Greet pupils
 - Set high standards of speech, manner and dress
 - Enjoy relating to pupils and show this enjoyment

- Create and sustain a positive, supportive and secure environment in the classroom. Well prepared, stimulating lessons help to generate good behaviour and earn respect. Expect to:
 - Arrive before the class
 - Begin on time (promptly) with an accessible starter
 - Be prepared for the lesson
 - Keep pupils occupied
 - Extend and motivate pupils
 - Mark all work promptly
 - Be constructive with your comments
 - Set homework to schedule
 - Use the correct first names
 - Have interesting wall displays and learning environment.

- Do all you can to avoid:
 - Confrontation – it can quickly escalate minor problems
 - Humiliating – it breeds resentment
 - Shouting or raised voice
 - Over-reacting – the problems will grow
 - Blanket punishments – the innocent will resent them
 - Over-punishment
 - Sarcasm – this can damage relationships

- Never leave pupils outside rooms for long. This should only be used as a short term (**2 minutes maximum**) 'cooling' off period when other strategies are not appropriate. The 'problem' needs a solution, not complicating. Seek help if you need it. Do all you can to:
 - Use humour - it builds bridges
 - Keep calm - it reduces tension
 - Listen - it earns respect
 - Be positive and build relationships

- Know your pupils as individuals
 - Carry out any threats you have to make
 - Be consistent
 - Be fair
- Insist on acceptable standards of behaviour, work and respect. Expect to:
 - Encourage pupils to follow the classroom expectation procedure
 - Apply school rules uniformly
 - Work to agreed procedures
 - Follow up problems to their conclusion
 - If after trying you cannot resolve a problem, discuss it with either your Learning Director, the relevant Head of Year or the Care and Guidance Lead.

Introduction

The development of good positive relationships between staff and pupils is central to the success of The Bemrose School. All staff in both the Primary Phase and the Secondary Phase of our school should set high standards of behaviour. It is important that all staff model and teach good behaviour to pupils.

Staff guidelines

To support the school values, we have all agreed that there needs to be a consistent approach to behaviour management by **all** staff. In this way pupils receive a clear message and staff support each other in the knowledge that all are dealing with behaviour in the same way.

Lead by example

- Politely open doors for each other and say thank you
- Calm authority – be supportive not aggressive
- Insist upon polite address including please and thank you
- Pick up litter and ask pupils to do so
- Dress in a business-like, professional manner

Carry out duties conscientiously

- Be punctual
- Make arrangements for known absences from duty
- Insist on classrooms being left clean and tidy

Stop and challenge

- Stop and challenge any pupil behaving unacceptably
- Do not tolerate any form of bullying (see anti-bullying policy)
- Insist on shirts being tucked in, ties knotted and touching the top button, plain black footwear, appropriate jewellery (see uniform policy – appendix 2)

Accept responsibility outside the classroom

- Offer support to a colleague dealing with discipline
- Have a presence in your subject area between lessons

- “Own” the corridor space outside your room by greeting pupils at the classroom door

Plan, prepare and teach good lessons

Teaching and Learning should take place within an atmosphere of mutual respect. Teachers are responsible for establishing clear classroom procedures and ensuring that school rules are uniformly applied. The teacher is at the centre of creating a positive ethos for learning. **Appendix 1** sets out The Bemrose School Classroom Expectations which detail the routines that are expected of **all** teachers.

Form tutors, class teachers and Heads of Year should be kept fully informed of concerns colleagues might have about aspects of a pupil's behaviour. The Head of Year will have an overview of the pupil and their personal development and is in the best position to recommend home contact where appropriate.

Where a pupil appears to be experiencing significant difficulties they will be discussed at the weekly Inclusion Panel. The individual will be discussed, and a plan will be drawn up in agreement with home and the pupil. This plan will be documented in the pupil's school file.

Golden Rules for the Secondary phase

- Be on time
- Equipment out and ready to learn
- Mobile phones off (Check TT) Headphones away
- Respect others by listening
- Off with coats in lessons
- Speak English appropriately
- Eating & chewing gum is not allowed

Golden Rules for the Primary phase

- U - Use kind words
- L - Listen to all adults and children
- A - Always try your best
- R - Respect everyone and everything in school
- K - Keep your hands and feet to yourself

The Use of Rewards at The Bemrose School

The emphasis and desire for the pupils to collect Kudos points (Secondary phase) or house points (Primary phase) and have their achievements recognised must be a motivation for all. Intrinsic and extrinsic rewards are fundamental in encouraging achievement, raising self-esteem and developing a pupil's pride and motivation to do well. Pupils and staff must be clear on the value of the points and rewards, and they should look to employ rewards as an integral part of their teaching.

The system is designed to recognise not only academic achievement and effort but also positive behaviour, community engagement, attendance, punctuality, leadership

and citizenship. This system will set out clear guidelines for staff and pupils on what aspects of school life will be rewarded at The Bemrose School.

Explanation of the reward system (Secondary Phase)

1. Kudos points are recorded on the Arbor platform. It is staff's responsibility to input the points consistently on the pupil's account.
2. Kudos points are given to pupils to recognise when they are showcasing The Bemrose School Values. A pupil can achieve Kudos points (number of Kudos points per award is shown in brackets) for the following:
 - Ambition – daily attendance (1)
 - Ambition – homework submission subject award (4)
 - Ambition – homework submission PPL award (5)
 - Ambition – extracurricular activity (2)
 - Ambition – leadership in school (5)
 - Hard work – excellent effort (1)
 - Hard work – excellent attitude (1)
 - Hard work – excellent work (1)
 - Hard work – literacy (1)
 - Hard work – lesson 6 engagement (1)
 - Hard work – persevering through difficulty (1)
 - Hard work – The Bemrose School rewards day postcards (5)
 - Mutual respect – helping others (1)
 - Mutual respect – good manners (1)
 - Mutual respect – resolving conflict calmly (2)
 - Fairness – Community award (3)
 - Fairness – following The Bemrose Golden Rules (1)
 - Being your Best at Bemrose – Best Start (5)
3. The Kudos points that are awarded to pupils will play a key part in extrinsically rewarding students using The Bemrose Rewards System (**Appendix 3**)

Explanation of the reward system (Primary Phase)

The Primary Phase has a 'It's Great to Be Green' behaviour system. A Great to be Green chart is displayed in each classroom. If a child does something of merit, an adult can ask them to put their green card next to their name. There are rewards for classes who manage to get every child on a green card during the week. At the start of a new week, all green cards are taken out and the challenge begins afresh.

All pupils will begin the week with 30 minutes Golden Time. The pupils will be involved in choosing their Golden Time activity.

In addition to the Golden Time system explained above, the pupils will also follow a house point system.

1. House points will be recorded on Class Dojo. It is staff's responsibility to input the house points. The pupils will collect house points for their house, as part of the Primary Phase house system. Pupils will also have an individual tally of the house points they have been collected.
2. House points are given to pupils for:

- Academic achievement
 - Effort
 - Positive behaviour demonstrated in the classroom, playground, in and around school grounds
 - Representing the school
 - Representing their house
 - Extra-curricular activities
 - Homework
 - Positive contribution to school life
3. A tally of the pupil's individual house points kept by teachers within the pupil's classroom for all to see.
 4. A whole Primary Phase house point system is displayed in a central location within the Primary Phase of the school. This chart will be updated weekly.
 5. Over the year the pupils will reach individual milestones which will be recognised during celebration assemblies.
 - B - 20 house points
 - E - 50 house points
 - M - 90 house points
 - R - 140 house points
 - O - 200 house points
 - S - 270 house points
 - E - 350 house points

Once a child hits 350 house points they receive an 'I Achieved Bemrose' badge.

6. Each week the whole school house points will be collected, collated and celebrated in the weekly celebration assembly. The winning House will receive a reward at the end of every term. The reward could be watching a film, having a special activity or a visit. It will be organised and delivered by the Head of Primary.
7. Regular school attendance is an important part of giving a pupil the best possible start in life. As a school we value the importance of a good attendance record. A good attendance record is 95%+. For this reason, attendance will be rewarded with certificates and raffle prizes. Punctuality will be rewarded with OTIS (On Time In School). OTIS is a soft toy tiger. The class with the best punctuality each week get to keep OTIS for the week and have an extra break at some point during the week.

Other whole Primary Phase methods of rewarding good behaviour and acknowledging special achievements are:

- Executive Headteacher or Head of Primary award certificates, post cards or stickers
- Star of the week certificates – these will be awarded to one pupil per class each week in the celebration assembly held each Friday.
- Verbal praise from any adult working at The Bemrose School

- Acknowledgement of efforts and achievements out of school will be celebrated during celebration assembly each week.
- In-class reward systems may be used by teachers (such as marbles in a jar, jigsaw puzzles, etc.) as extra incentives for classes and / or individual pupils.
- Kindness award – pupils will be celebrated in celebration assembly for any acts of kindness that have been seen by a member of staff.
- Pupils completing all their homework will receive a stamp on their 'Golden Ticket'. Stamps on Golden Tickets can be exchanged for prizes in the Rewards Shop.

'The Golden Rules' Secondary Phase

At The Bemrose School we want every member of our community to be happy and successful. We can only achieve this if we have high expectations of each other. We expect everyone to follow the 'Golden Rules'.

- Be on time
- Equipment out and ready to learn
- Mobile phones off
- Respect others by listening
- Off with coats in lessons
- Speak English appropriately
- Eating & chewing gum is not allowed

The Bemrose School (Secondary Phase) – Consequences Guide (Appendix 6)

Good, positive relationships between staff and pupils are at the core of our behaviour management policy. It is our collective responsibility to manage behaviour consistently and fairly. This document details the range of sanctions at The Bemrose School and how they should be used. The following is an outline of appropriate escalation when dealing with inappropriate behaviour in a lesson. Individual teachers will use their own individual strategies to deal with poor behaviour initially.

The **positive behaviour plan** is as follows:

- Use behaviour specific praise, verbal and / or nonverbal cues or limit setting strategies to promote positive behaviour change before issuing a formal warning.
- **1st warning** - clear verbal warning. Inform the pupil they have a warning and what it is for. You **may** choose to move where the pupil is sitting to address the problem.
- **2nd warning** – The pupil is sent out of the classroom for some 'time out' max 2 minutes. Use the script (**Appendix 4**) to ensure the reset conversation with the pupil is concise and respectful. If the pupil displays low level disruption over a period of lessons, it is advised that the class teachers calls home and/ or considers placing the pupil on a subject report and/ or issues an area detention.

- **3rd warning - Buddy. This is the stage where buddy is logged on Arbor by the teacher.** The teacher will provide the buddied pupil with work and the buddy card detailing what classroom they are to go to for their buddy. The C&G Team will pick up the child at the end of the day for their detention. As soon as the buddy is logged on Arbor an automated email will be sent to the pupil's parents informing them their child has been buddied, and they will be in an after-school detention. Teachers are required to call home on the day they issue a buddy to explain the pupil's behaviour and what improvements need to be made. Teachers will see the pupil in detention at the end of the day for an RJ.
- If a pupil fails their buddy room, they will be collected by a Learning Mentor for an intervention and reflection task to prepare the pupil to return to the following lesson. The nature of this intervention will be logged by the Learning Mentor and the pupil will be collected for an after-school detention until 3.30pm in the Behaviour Support Room. Once the failed buddy is logged on Arbor an automated email will be sent to the pupil's parents informing them their child has failed their buddy, and they will be in an after-school detention.

'On Call' Procedure

If, after following the positive behaviour plan, a pupil needs to be removed from the buddy lesson then the member of staff must follow the 'On Call' procedure. Staff should press the 'Emergency Alert' icon on the Arbor dashboard and log the on call.

A member of the 'On Call' team will be alerted through Arbor and will come to the classroom. The pupil will be spoken to and if a decision is made to remove the pupil, then they will be taken for an appropriate intervention or reflection with a Learning Mentor.

Following a conversation with the Learning Mentor, the member of 'On Call' should fill in the student referral sheet detailing the incident. If the pupil is regulated and ready to return to lessons, they will return to their timetabled lesson at the start of the next period.

Positive on call is also an option for key staff to come and praise pupils for outstanding work or effort in lessons.

Pupils will only be sent to the 'Behaviour Support Room' if they need to write a statement due to an incident or are a danger to themselves or others due to an incident. Otherwise, 'The Behaviour Support Room' will only be used for pupils who are secluded in advance. The Inclusion, Attendance and Behaviour Officer will communicate to class teachers in advance of the seclusion to ensure pupils have appropriate work to do whilst in the Behaviour Support Room.

Once it has been decided that a pupil will be secluded the Head of Year will complete the relevant paperwork and contact home. The Inclusion, Attendance and Behaviour Officer will register log their attendance in the Behaviour Support Room and a letter will be sent home informing parents / carers of their child being sent to the Behaviour Support Room.

The pupil will remain in the Behaviour Support Room for the rest of the day and until 3.30pm.

If a pupil is found to be truanting, they will be returned to their timetabled lesson and be booked into an after-school detention at the nearest available date (usually the following school day) with a member of the Leadership Team. This detention will take place in Night School from 2.50-5pm. Parents / carers will be informed of this detention by the Head of Year and the behaviour logged on Arbor. Once the behaviour is logged, an automated email will be sent to the pupil's parents informing them their child has truanted, and they will be in an after-school detention.

Guidance for appropriately managing the Behaviour Support Room is clearly displayed within the classroom for staff and pupils.

The Behaviour Support Room

The Behaviour Support Room is designed to offer support to pupils who are not meeting the high standards expected at The Bemrose School.

The purpose of the Behaviour Support Room is to 1) provide a safe, calm space to deescalate situations 2) to help pupils realise that they need to behave appropriately if they wish to take full advantage of all that The Bemrose School has to offer.

The use of the Behaviour Support Room is a sanction that is employed when it is felt that the action of a pupil requires marking with a formal consequence.

. Secluding a pupil in The Behaviour Support Room is a serious sanction and should only be used when:

- The Head of Year, in connection with other key staff, have exhausted all possible strategies to improve the behaviour of the pupil
- The actions of the pupil were serious enough to escalate the sanctions to The Behaviour Support Room
- A pupil acts in clear defiance of school rules

In all instances it is crucial that the pupil is informed why they are in the Behaviour Support Room and parents are also informed why the student is in the Behaviour Support Room.

A seclusion in The Behaviour Support Room is then logged in the pupils' school file. A pupil who is placed in the Behaviour Support Room follows their normal diet of lessons but from the confines of the Behaviour Support room under the supervision of the Behaviour Room co-ordinator and key staff. This classwork will support the reintegration of the pupil back into mainstream lessons.

Heads of Year, including the C&G Team Leader and the Leadership Team can use the Behaviour Support Room to their discretion as overseen by the Leadership Lead for Inclusion. This sanction will involve the incident being investigated, the evidence considered, the sanction being agreed followed by a phone call home, supported by

a formal letter to the parent and after the sanction a re-integration meeting with the parent and the pupil.

The pupil is expected to be in school from 8:30am to 3.30pm (unless agreed otherwise by HOY), they lose their social time, and they eat their lunch in the Behaviour Support Room.

Pupils who are placed in the Behaviour Support Room will have no contact with the rest of the school and will be supervised at all times.

Pupils who are in the Behaviour Support Room, will not be able to take part in the activities that The Bemrose School offers until they show that they have earned the right to do so.

If a pupil has lesson 6, it is the teacher's or a member of the C&G team responsibility to collect the pupil from the Behaviour Support room and escort them to the classroom.

Finally, the pupil is ordinarily placed on report on their reintegration to school. They follow this report for a week reporting to the Inclusion, Behaviour and Attendance Officer daily. This allows for monitoring and further follow up as required. A poor report can result in a pupil being secluded again and placed in Behaviour Support room again or the triggering of additional support.

Off-site Placement

The off-site placement is the last step the school can take before a fixed-term suspension. It is a serious sanction and should only be used when:

- The actions of the pupil were serious enough to escalate the sanctions immediately to an off-site placement
- A pupil continuously acts in clear defiance of school rules

An off-site placement must be agreed by either the Executive Headteacher, Head of School, Deputy Headteacher or DSL [Care & Guidance Lead].

This sanction will involve the incident being investigated, the evidence considered, the sanction being agreed followed by a phone call home, supported by a formal letter to the parent and after the sanction a re-integration meeting with the parent and the pupil and Head of Secondary or Deputy Headteacher for Inclusion.

If an Off-site placement fails, this is referred to the DSL [Care & Guidance Lead] and/or Deputy Headteacher for Inclusion.

If a child refuses to attend an off-site seclusion the school may, reluctantly, convert this sanction to a suspension.

Suspension Procedure (formally exclusion)

Suspension is the most serious sanction that can be imposed prior to a Fresh Start (previously managed move) or permanent exclusion (expulsion). It will be used when all other attempts to correct inappropriate behaviour have failed or for a one-off serious incident. In line with policy, we must always endeavour to seclude pupils to a partner school, though in extreme cases we can formally fixed-term exclude if we feel that it is inappropriate for the pupil or receiving school.

Only in extreme circumstances will the school suspend for more than 5 days. In the event of this, the school will explore 6th day provision. For all suspensions of 5 days or less the parent has responsibility for their child. Parents of pupils on fixed term suspensions of 5 days or less must not allow their child to be in a public place during school hours. If they do, they are liable for a fixed penalty notice, issued by the LA.

Only the Executive Headteacher, or in their absence Heads of School, may suspend a pupil.

Whilst we consider each case on its merits there is guidance below which may be applied to the use of the Behaviour Support Room and suspensions. It is hoped that the use of any form of exclusion will be accompanied with the appropriate support, where required, on readmission to school.

The power to discipline a pupil for inappropriate behaviour can be from the start of their journey to school to its conclusion when they arrive home that evening.

Alternative Provision – Night School

Night School is designed for pupils who are at risk of permanent exclusion (expulsion) from the school. In order for the Executive Headteacher to place a pupil in Night School there needs to have been formal documented meetings with parents/ carers to discuss the final decision. Usually, a pupil has received a Heads Warning before they transfer to Night School.

Night School takes place every Monday, Tuesday, Wednesday and Thursday evening, 3.30 – 7.30pm. Pupils are expected to attend in full school uniform, and they follow a curriculum that is appropriate to their need. Where possible, and especially in KS4, pupils continue with their GCSE courses. Subject specific teachers support the Night School teacher with the planning, delivery and feedback of set work. Pupils are also provided with additional home learning opportunities by their subject class teachers to complete on Friday's. Some pupils may follow a vocational pathway on Fridays or use Purple Ruler or Nisai for home learning. This may involve off-site placements.

Normal mainstream rules apply in Night School, and all sanctions and consequences follow the whole school behaviour policy.

Regular reviews take place through the Inclusion Panel. Pupils' progress (both academic and social) is discussed and reviewed. Decisions are made regarding integrating possible pupils back into mainstream school. This process comes through the Care and Guidance Team. Parents/ carers and their child are required to attend a

Night School review meeting with the Deputy Headteacher for Inclusion approximately once a half term. At this meeting the pupils progress (academic and social) will be reviewed, targets set for the next half term and, if appropriate, a plan determined to reintegrate the pupil back into mainstream school.

Heads Warnings

A Heads Warning is arranged for a pupil when they demonstrate poor behaviour at a low level, but constantly in and around school. A formal, documented meeting takes place between the Executive Headteacher, Care and Guidance Team Leader, the parent / carer and the pupil. In preparation for the meeting the Care and Guidance Team Leader summarises the pupils file and creates a pastoral summary. This is discussed in the meeting, along with attendance data, academic progress and any additional needs. A support plan is discussed and established to reduce any further incidents of poor behaviour. The meeting is minuted and a letter is sent home to parents / carers summarising the discussed points.

Detentions Procedures

Subject and Area Detentions

Subject areas set detentions for pupils where learning or behaviour is not at the expected standard. This will commonly be for pupils who refuse to engage with work within the lesson and / or repeatedly receive 2 warnings for poor behaviour and disruption to learning.

Detentions are usually set at either break time, lunchtime or after school. Pupils and parents/ carers should be given 24 hours' notice if the detention is to be longer than 20 minutes. This may not always be possible, but the school will endeavour to do all it can to communicate with the parent.

If staff wish pupil's names to appear in the weekly bulletin regarding a detention for the following week, they must inform detentions@bemrose.derby.sch.uk, before Friday morning. This will allow staff to remind pupils during period 5 of their detention to give them every chance to attend. Staff can also inform period 5 teaching staff by email should they wish.

Leadership Team Detentions

The Leadership Team will conduct a detention once a week for one hour on a Monday evening. This detention is for pupils who have failed to attend an Area Detention, been caught smoking on the school premises and / or referrals from the pastoral team where appropriate.

On Mondays, the register of who will be attending the Leadership Team detention will be set by one of the administrators in the main office. Pupils will be collected for the detention before 2.50pm by the Care and Guidance team. Pupils who are late

without valid reason will not be allowed into the detention and contact will be made with home.

If a pupil fails to attend this detention, without a valid reason, contact will be made with home. The parents or carer of the pupil will be informed of their child's nonattendance and will be told of their pending action. If a pupil fails to attend a Leadership Team detention without valid reason, they will be booked into the next available Night School detention (2.50-5pm) and parents/ carers informed.

The Pupil Report Procedure

Placing a Pupil on a Behaviour Report is an intervention strategy that can be very powerful in supporting a pupil in reforming their behaviour.

A pupil should be placed onto a report by their Form Tutor or Head of Year if they show consistent poor behaviour. The placing of pupils onto Behaviour Report must be overseen or managed by the C&G Team Leader. The Head of Year and PPL will communicate weekly detailing who is on report, what for and for how long.

An academic report will be issued by the PPL after a conversation with the pupil and parent / carer to determine why the child is not meeting their targets. If no improvement is shown, then the child will be placed on an academic report issued by the PPL.

Heads of Year will support subject areas when the Learning Director has exhausted the area behaviour plans and strategies, or the student is involved in multiple issues across several areas.

Guidelines for placing a pupil on Behaviour Report. Make the following clear to the pupil,

1. Who they must report to
2. Why the pupil is placed on report
3. When the pupil reports to the appropriate person
4. Where the pupil reports to, room and how long do they wait for the member of staff
5. Follow up any instances of poor behaviour with a sanction however small
6. Ensure that the report is signed by the parents to maintain the communication with home.

When a pupil is placed on report it must be logged by the member of staff who issues the report. Once complete, the report must be passed to the Head of Year and go into the pupil's file.

Green Report (Form Tutor Report)

- A Tutor initiates: usually after receiving several incident reports of poor behaviour

- The tutor explains to the pupil why it has been decided that it is necessary to put them on a Green Report, the aims and the daily routines of the system
- 1, 2 or 3 targets are agreed with the pupil in order to help them improve their behaviour
- The tutor will contact parents to inform them their child has been placed on report
- At the start of each lesson the report is placed on the teacher's desk. If it is not, then the teacher should make an appropriate written comment in the report
- At break or lunchtime each day the pupil brings the report to show the tutor
- The report is taken home to be signed by a parent/carer and then brought back to school the following day
- If there is clear evidence of targets being met over an agreed period of days, then the pupil comes off report
- If targets are clearly not being met, then the form tutor should contact parents and then refers the pupil to the Head of Year for further interventions

Blue Report (Year 7, 8, 9,10 only)

- The Head of Year initiates: usually after receiving several incident reports of poor behaviour
- The Head of Year explains to the pupil why it has been decided that it is necessary to put them on a Blue Report, the aims and the daily routines of the system
- 1, 2 or 3 targets are agreed with the pupil in order to help them improve their behaviour
- The Head of Year contacts home to inform parent/carer of the report
- At the start of each lesson the report is placed on the teacher's desk. If it is not, then the teacher should make an appropriate written comment in the report
- At break or lunchtime each day the pupil brings the report to show the Head of Year
- It is taken home to be signed by a parent/carer and then brought back to school the following day
- If there is clear evidence of targets being met over an agreed period of days, then the student comes off report
- If targets are clearly not being met, then the Head of Year invites the parents/ carers into school to discuss further interventions

Achievement Card (Year 11 pupils only)

- As above
- The monitoring of the pupil's behaviour now passes to the AHT – KS4
- The process is as for Green and Blue Reports
- The focus is on achievement and progress rather than behaviour

Inclusion Support Procedure (Secondary phase)

The Inclusion area is vast and covers a wide variety of pupil's needs. Within the Inclusion team, there is a SENCO, a deputy SENCO and a SEN area (including Elmtree facility and ERF facility for our autistic pupils). There is also a Care & Guidance Team Leader, pastoral team and a Welcome Group for new arrivals to the school. These teams work together to meet the needs of all the pupils. Teams do not work independently; they interlock with each other to create an effective and supportive package around the individual. The Inclusion team is creative and innovative and will provide opportunities for all individuals to show success and achievement. Pupils are supported by these plans on the recommendation of the Inclusion Panel. This panel meets once a week to review and plan for the needs of pupils as referred to them by Learning Directors and Heads of Year. This panel has admission and exit protocols to ensure that the needs of the pupils are met and there is the capacity within inclusion to meet the demands of the individual.

Power to use Reasonable Force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property.

Staff must exercise caution and a balancing exercise when judging the best course of action, when dealing with incidents that may require reasonable force to be used. Avoiding the need to restrain is the recommended policy through calm de-escalation skills with clear and concise instructions.

On the very few occasions when there are incidents that require a physical intervention the staff are directed to follow the following guidance.

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

The Executive Headteacher authorises those staff who work with pupils on a daily basis the opportunity to consider and use physical intervention as a last resort when de-escalation strategies have failed and it is apparent the child, other pupils or staff are at risk of harm or being hurt. This physical intervention must be minimal and for a minimum period of time.

This is not a direction for staff to have to intervene with a physical intervention should they not feel comfortable to do this. Staff, however, have a duty to secure, help and protect the safety of other pupils and staff.

The following actions would not be regarded as reasonable force: (this list is not exhaustive)

- Holding a pupil around the neck, collar or restricting breathing
- Slapping, punching or kicking
- Twisting or forcing limbs against a joint
- Tripping a pupil

- Holding or pulling a pupil by the ear or hair
- Holding a pupil face down on the ground

If it is necessary to avert a difficult situation without the physical intervention of a member of staff, then the teacher may wish to attempt passive intervention. This is minimal physical contact to resolve a situation calmly. An example of this is when two individuals are fighting - it may be possible to position yourself between them bringing the situation to a halt.

If passive intervention fails, it may be appropriate to use a more active physical intervention. This involves minimal force in a minimum time. An example of this is a child refusing to leave the room and showing signs of violence – he/she could be ushered out of the room with a hand on the individual's back.

It is vital to record the details of all significant incidents involving physical intervention and report these to the Executive Headteacher, within 24 hours. The record to the Executive Headteacher should state,

- Who was involved in the incident?
- Where it happened?
- How the situation came about?
- What was done to avoid the need to use physical intervention?
- How the amount of physical intervention was minimised?
- What physical intervention was used?
- What the outcome was?
- Complete a body map (**Appendix 7**)

The pupil's Head of Year should also take a statement from the pupil and pass this to the Executive Headteacher too. Following these reports, the school will decide how it will proceed in response to the pupil's behaviour.

Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management will also form part of continuing professional development.

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Malicious allegations

Where a pupil makes an accusation against a member of staff or pupil and that accusation is shown to have been malicious, the Executive Headteacher will discipline the pupil in accordance with this policy. Please refer to our Safeguarding

Policy for more information on responding to allegations of abuse. The Executive Headteacher will also consider the pastoral needs of staff accused of misconduct.

Uniform Standards

School uniform should be worn smartly at all times to and from school and, of course, in school. Pupils and parents are aware of the uniform expectations and clear details are provided on the school website. It is imperative that all staff tackle standards of poor uniform and appropriate appearance and inform Form Tutors and Heads of Year as appropriate. Pupils who continue to wear inappropriate uniform or do not follow the Uniform Policy (**Appendix 2**) will be challenged, if the pupil and parent require support, this will be passed onto the DSL. If a pupil's uniform is a regular issue, they will be isolated until they acceptably confirm to the school's policy.

Mobile Phones (Please also refer to our Online Safety and Mobile Phone policy)

Secondary Phase

Mobile phones are allowed in school, if used appropriately. All mobile phones must be either switched off or on silent.

Appropriate use examples:

- Class Teacher allows the pupils to use their phones for lesson purposes.
- Pupil may use their phone to look at their timetable.

Inappropriate use examples:

- Pupil's taking photos of themselves or others.
- Listening to music
- Use of social media

If a pupil uses their mobile phone inappropriately, it will be confiscated and placed in the school's safe in Reception. The member of staff who removes the phone from child must complete a Confiscation slip and pass this to the child. It is that member of staff responsibility to put the phone in the safe. They may request the support of On-Call to deliver the phone to Reception. (**Appendix 5**)

Primary Phase

Year 6 children are allowed to bring mobile phones into school if they are walking to and from school without an adult. The phone must be handed to the class teacher at the beginning of the day; this will be returned at the end of the school day.

For more detailed on Mobile phone and online safety please refer to our Online Safety Policy which can be found on our website.

Confiscation and Searching of pupils

Under the statutory guidelines as laid out under Section 91 of the [Education and Inspections Act 2006](#), and the Department for Education document [Searching, screening and confiscation - January 2023](#), schools have a duty to ensure that all pupils and staff are safe and that all pupils have every opportunity to be able to learn in an environment that is safe and conducive to work.

The Bemrose school reserves the right to search and confiscate items from pupils should they feel that they are placing the safety of others at risk or challenging the harmonious learning environment of all.

Any search will be conducted under the agreed National Guidance. All searches will involve two members of staff, one of which must be the same sex as the pupil and is directed by either the Executive Headteacher, Head of School, DHT or DSL. Any search must take place in an appropriate place where confidentiality and human rights are observed. The wand will be used at all times across phases. Most importantly it should be explained to the pupil as to why the search is being carried out and possible consequences. Once the search is completed, the member of staff should complete a Record of Search form (**appendix 8**) and then contact parents explaining why a search took place and the outcome.

Should, during a search, an item be found that is inappropriate, this item can be confiscated and placed in an envelope in the school safe with the pupil's name on it for identification purposes. The pupil and the parents/ carers should be informed as to why the item has been confiscated and how and when they can have the item returned to them (if appropriate). Professional judgement should be made around the returning of certain items. If it is felt, for example, that the confiscation of a mobile phone outside of school hours places a pupil's safety at risk then the mobile phone should be returned at the end of the school day.

Items that are brought into school that put the safety of pupils or staff in danger, will result in the pupil's school place being questioned. There will be serious consequences for pupils who choose to bring weapons, other dangerous items or illegal substances into school. The police may be contacted, and sanctions will be imposed according to the school's behaviour policy.

If a student has used a mobile phone or electronic device to gather images that may place other pupils at risk, the school reserves the right to retain this and pass it to the police. The school will not tolerate cyber bullying, or the use of pupil images placed onto the web for public consumption. The school will treat these matters seriously.

Our primary concern is to ensure that all staff and pupils are in a safe and harmonious environment.

Procedure

1. Member of staff feels a pupil presents a danger to others or the learning environment as they possess an inappropriate item

2. Use the 'Emergency Alert' icon on the Arbor Dashboard to request the 'On call' member of staff.
3. 'On call' member of staff removes the pupil from the room and investigates the incident with the Head of Year.
4. The incident is documented and any action required is considered by the Executive Headteacher, Heads of School, DSL or the Leadership Lead for Inclusion.
5. The Pupil is not returned to the classroom until they are considered to be of no danger to anyone else.
6. They should be isolated in the Behaviour Support Room or with a member of the Leadership Team.

Smoking/Vaping on the school site

Smoking is defined as the action of inhaling and exhaling the smoke of tobacco. Any devices which mimic smoking, such as e-cigarettes or vapes, are also covered by the policy below.

Smoking or vaping are not permitted at The Bemrose School or in its surrounding area.

If pupils break this rule school staff will respond to the unacceptability of the issue on both legal and health grounds in terms of safeguarding the pupils and educating them effectively for their future lives. This also appropriately aligns the issue of smoking or vaping with other aspects of misbehaviour that the school rightly responds to seriously and firmly and ensures a consistent response whatever the age of student.

Procedure

The Bemrose School will contact parents/ carers and book a pupil into a 1-hour Leadership Detention on a Monday if they have been caught smoking or vaping on the school site or in school uniform on the way to or from school. If a pupil persists in smoking or vaping and this happens repeatedly throughout the year, then the school have links with external agencies who offer support to young people through Stop Smoking interventions, ran by Breakout (NHS).

A tiered sanction system for pupils who are caught smoking or vaping on the school site has been introduced. If a pupil continues to smoke or vape on the school site, then their parent / carer will receive a £10 fine.

1st incident	A referral to the school nurse and, phone call home and booked into a 1- hour Leadership Detention
2nd incident	A letter home to parents issuing them with a £10 fine and a Night School Leadership Detention from 2.50-5pm
3rd Incident	A parental meeting with the Care and Guidance Team Leader

If the parent does not pay the fine (payable by cash or cheque to reception) then the pupil will not be allowed to participate in any out of school activities including trips, talent shows or reward events.

The third tier may be repeated numerous times if the pupil repeats their smoking behaviours and refuses to accept the previous sanctions.

Pupils found in a group where smoking or vaping is taking place will all be dealt with as though they had been smoking or vaping. In the past, some pupils have denied involvement and blamed others. We want to treat all pupils as mature young adults and therefore offer them the opportunity to act accordingly when friends have decided to break the school rules. All pupils can, therefore, choose to walk away from a group where smoking or vaping is taking place. This not only confirms the adherence to school policy but also reduces the dangers they face with passive smoking.

N.B. If smoking paraphernalia is found, it will be confiscated and destroyed by the school.

Pupils who are found to have brought a vape or any vaping paraphernalia into school. Including new psychoactive substances (NPS), which is defined as a chemical substance that changes brain function and results in alterations in perception, mood, or consciousness such as THC (Tetrahydrocannabinol), and CBD (Cannabidiol) on to the school site, used them during the school day, or out of school whilst wearing school uniform or clearly identified as a Bemrose pupil, will be dealt with by the Executive Headteacher, through the school's behavioural procedures.

Parental and Visitor conduct

Visitors and parents are more than welcome and encouraged to visit the school, though they must always sign in to the premises and conduct themselves in a manner that is respectful, polite and conducive to the smooth running of the school. On the very rare occasion that a parent does not meet these expectations they will be asked to leave the school premises. If the parent refuses, or conducts themselves in a manner further that is felt to be threatening, the Executive Headteacher can ban the parent from the premises following the procedures laid out below.

- A member of the Leadership Team should be contacted for support.
- If additional support is required i.e. the police, the member of the Leadership Team will make that decision, ideally with the guidance of a second member of the Leadership Team.
- Following this, the incident, in full, must be emailed to the Executive Head teacher by all involved.
- The Executive Head Teacher may then decide to ban the parent from the school premises. The parent will be notified by a formal letter under section 547 of the Education Act 1996, reference DFE-57521-2012

'The Golden Rules' Primary Phase

- U - Use kind words
- L - Listen to all adults and children

- A - Always try your best
- R - Respect everyone and everything in school
- K - Keep your hands and feet to yourself

Exemplification of the Golden Rules and expectations in and around school are set out in the 'Behaviour in School' booklet. This booklet is used by teachers to set out expectations. It is shared with parents and pupils.

We will encourage the pupils to follow these Golden Rules through positive behaviour management strategies.

- Positive Language
- Dojo
- Celebration assembly
- Kindness rewards
- Stickers
- Extra Golden Time
- Rewards days

All behaviour incidents will be reviewed every half term. Individual pupil's behaviour and patterns of behaviour will be analysed so that actions can be taken to secure better behaviour.

If a pupil does not follow the school rules, they will follow the sanction procedure.

Primary Procedures

Stage 1

If a pupil is not following the Golden Rules, any adult working within the classroom shall remind the pupil of the expected behaviour and praise other pupils who are following the Golden Rules, rewarding where deemed appropriate.

If the pupil continues to not follow the Golden Rules, they will be issued with the first (half) yellow card. The warning card will be in front of their name in a portrait orientation. If a pupil corrects their behaviour the yellow card can be removed; a pupil can earn back their 'Good to be Green' status.

Stage 2

If a pupil continues not to follow the Golden Rules, then they will be issued with a second (full) yellow card, and the card will be placed in front of the pupil's name, landscape orientation. During the warning period if the pupil continues not follow the Golden Rules, the teacher may ask the pupil to move to a place determined by the teacher as a more sensible and productive place to work. If a pupil changes their behaviour the warning card can be removed; a pupil can earn their way back to a first warning. If a pupil ends the day on a second warning, they will miss 5 minutes of Golden Time at the end of the week.

Stage 3

Wherever possible, teachers will try to employ in-class positive behaviour strategies to address low level concerns and will try to avoid moving the pupil onto the next stage.

If the disruptive behaviour continues to the detriment of others working within the class, the pupil may be asked to stand outside of the classroom for up to 5 minutes to calm down or use calm strategies used within the classroom. A teacher, within that 5 minutes will speak to the pupil to establish the issue and invite the pupil back into the classroom when he/she feels they are ready to work sensibly with the other pupils in the class.

A review of behaviour with the child will be considered and a final consequence card could be issued. The Parent/Carer may be informed at this stage.

Stage 4

At this point the pupil will then be issued with a final consequence card – a red card. The consequence card will result with the pupil losing playtime or lunchtime minutes. During this time, they will reflect and think about how to avoid repeated behaviours. This reflection will be done outside the headteacher's office or in the corridor opposite the Rainbow Room with one of the Learning Mentors. The Learning Mentor will record the red card on Arbor. The adult who issues the Red Card will set the reflection task and will have a restorative conversation with the pupil once the task is completed.

If a pupil receives three red cards in a half term, they will be told that any further red cards will result in them missing their lunchtime to do their reflection / consequence activities.

Any red cards received, after the third red card will result in the pupil missing their lunchtime. A pupil will not miss both their break and their lunchtime for a red card. At the end of each half term, every pupil's red card total is returned to zero so they can make a fresh start to the new term.

Stage 5

If a pupil reaches the consequence card stage and continues to behave in a way which is contrary to the school's expectations, the pupil's name will be put in the Behaviour Book (a record of the Behaviour Book is kept on Arbor). The adult supporting the child at this stage will fill out a Behaviour Book entry form (copies available on the server or in the staffroom). This form will be sent to the office, and a member of the administration team will produce a behaviour letter. The letter will go to the teacher, and they will pass this on to the parent/carers on the same day as it was issued and discuss the reasons with the parent / carer. If a parent is unavailable, the letter will be posted home. The original form will then be passed back to the Learning Mentor and will be inputted onto Arbor.

Any pupil entered in the Behaviour Book will miss their lunchtime and will complete a reflection activity in that time.

Some very serious misbehaviour may result in pupils being placed straight into the Behaviour Book, missing their lunchtime and doing reflection activities and may also lose their Golden Time or in some serious cases in school, seclusions will be put in place.

At The Bemrose Primary Phase, we consider the following actions to be inappropriate and will be directly challenged:

- Swearing
- Physical contact with the intention to hurt, including any forms of bullying
- Racist behaviour
- Homophobia
- Stealing
- Deliberate damage to property
- Repeated non-compliant behaviour
- Persistent disruption of learning

The number of entries into the Behaviour Book will be recorded on an annual basis. The number of entries over the year will be kept and will be analysed. All entries will be discussed with parents either when their child is collected from school or via a phone call from the class teacher.

For some pupils in the Primary phase, Individual Behaviour Plans (IBPs) will be put in place to support pupils with behavioural needs. These plans will then act as a record of rewards and sanctions including a log of any challenging behaviours seen. IBP's will be put in place as a supportive measure working alongside the pupil and the parent/carer. Pupils on IBPs will still follow the Golden Rules but due to the bespoke nature of an IBP, each plan will be individualised, and the entry system may be tailored to the needs of the child.

If a pupil continues to be entered into the Behaviour Book, the following actions will be taken (this procedure runs throughout the academic year. At the start of each new academic year, the Behaviour Book entries return to zero):

- 1st 2nd and 3rd entry – The class teacher to send letter home, with a verbal explanation either face to face or phone call
- 4th entry – letter home and a formal meeting will be arranged with class teacher, the Learning Mentor and parent/carers & pupil. The meeting will be minuted and kept in child's school file. A contract, an IBP and/or an IEP may be created.
- 5th Entry - Parents will be notified by letter of a 5th Behaviour Book entry and of the next stage in the process.
- 6th Entry – letter home and a formal meeting will be arranged with the class teacher, parents/carers, pupil, Deputy SENCo, and Learning Mentor. A contract, an IBP and/or an IEP will be created followed by a review meeting within 2 weeks. Seclusion in the Behaviour Support Room will be considered.

- 7th Entry - Parents will be notified by letter of a 7th Behaviour Book entry and of the next stage in the process. Seclusion in the Behaviour Support Room will be considered.
- 8th Entry – Letter home and a formal meeting will be arranged with the class teacher, parents/carers, pupil and the Head of Primary. Evidence will be collated and discussed; a formal arrangement will be made which may include external agencies. Seclusion in the Behaviour Support Room will be considered.
- 9th Entry – Letter home and an Emergency Review with the Deputy Head (Behaviour and Inclusion) and the Head of Primary to explore any further strategies to improve behaviour in school. Parents will be informed that the next entry into the book will result in a Head's Warning meeting held with the Executive Headteacher. Seclusion in the Behaviour Support Room will be considered.
- 10th Entry – A Head's Warning meeting to be arranged, chaired by the Executive Headteacher, with the pupil, parents/carers and the Deputy Head for Inclusion or Head of Primary. Seclusion in the Behaviour Support Room will be considered.
- 11th Entry – Governors' Final Warning meeting to be arranged, chaired by a School Governor, with the pupil, parents/carers, Executive Headteacher, and the Deputy Head for Inclusion, or Head of Primary.

Guidance for staff managing dangerous situations:

- The safety of the pupils is paramount in all situations. If a pupil's behaviour endangers the safety of others, the class teacher will stop the activity and take preventative action either by removing the pupil or the rest of the class from the situation.
- If necessary, a call is made for a member of the Leadership Team to support the pupil causing the disruption.

Monitoring in the Primary Phase:

This policy supports all the areas of teaching and learning. Behaviour in school will be recorded through entries on Arbor. Progress towards individual targets will be recorded on individual behaviour/education plans. The Head of Primary will monitor behaviour and evaluate the impact of this policy through Arbor entries; formal and informal observations made; discussions with pupils, staff and parents.

Fixed Term Suspension and Permanent Exclusion (Expulsion) Procedure

Please see above outlining details for both the Secondary and Primary Phase of The Bemrose School.

APPENDIX 1 - The Bemrose School Classroom Expectations

Make the environment conducive to learning

- There should be good quality displays
- The classroom should be organised and tidy
- Building and furniture faults must be reported promptly

Pupils enter the classroom in an orderly way

- Staff must greet pupils at the door as they arrive
- Pupils must be aware of and operate the appropriate routine for entry
- Staff must check uniform and appearance on entry and respond to issues accordingly
- On entry, pupils should remove coats and outer wear, get out equipment, books and show they are ready to learn
- Pupils should not chew gum
- The lesson must begin with a clear starter that pupils can access without the support of the teacher

Create a positive start to the lesson

- The lesson must have a clear beginning/ middle/ end structure
- It must be informed by a Scheme of Work/ learning
- Low level behaviour must be challenged
- Teaching Assistants work constructively with the teacher and pupils in a planned way

Encourage positive relationships

- The teacher must monitor individuals and groups, checking for understanding, progress and on-task behaviour
- The teacher should move around the room and live mark where appropriate
- The teacher must use rewards and praise regularly
- The teacher must be firm and fair over school rules (Golden Rules) with particular reference to behaviour and dress
- Behaviour management issues must be dealt with in the context of the school policy
- Pupils must know why a particular course of action is followed

Create a positive end to the lesson

- The end of the lesson should include a plenary session during which the key question is reviewed
- Home learning must be set in sufficient time for pupils to complete.
- Home learning must be of an appropriate level to challenge pupils according to their abilities
- Pupils must leave the lesson in an orderly fashion having followed established exit and tidying up routines

During a lesson pupils should not be allowed to leave the classroom without written permission and only in exceptional circumstances.

If a pupil is allowed to leave a lesson, then only one pupil should be out of the lesson at a time. The pupil must have a 'permission to be out of lesson' card from the member of staff.

Pupils should only go to the toilet with the permission from the class teacher. This should be after the first 20 minutes and before the last 20 minutes of every lesson. Pupils are encouraged to go to the toilet at break or lunch.

Exceptional circumstances will apply. Pupils who are sent to the toilet must have their permission card with them. Pupils without a valid pass will be returned to lessons.

APPENDIX 2 - The Bemrose School Uniform Policy

We believe uniform contributes to the ethos of the school and sets an appropriate tone. We are a good school striving for outstanding and take great pride in the appearance of our pupils. We ask parents to fully support the school's uniform expectations.

Governors believe that a consistent, smart and affordable uniform

- promotes a sense of pride in belonging to the school
- identifies the pupils with the school
- fosters a sense of equality among pupils
- prepares pupils for the expectations of working life

THE SECONDARY UNIFORM:

- black school blazer
- white shirt which buttons to the collar and school tie
- striped school tie for most, pin badge for traditional dress, plain tie for House and Sports Captains,
- traditional dress (including an abaya, a jilbaab or a salwar kameez) with a plain black scarf in the winter, optional white scarf in the summer (Easter to October)
- black trousers for either gender, not jeans or leggings
- black knee length skirt for girls
- black knee length, tailored shorts, optional in the summer (Easter to October)
- tights or socks
- black shoes or plain all-black trainers
- hats shall not be worn in school other than traditional head coverings
- garments covering the face e.g. veils, should not be worn
- Facial piercing – discrete items or clear stud only. This must be removed for PE
- acrylic or any other type of false nails are not appropriate for school and should not be worn
- no extreme hairstyles or hair colours. Hair colours should be natural. All pupils with long hair must tie it back for PE, DT and science lessons.
- jewellery should be a maximum of one small discrete ring, one necklace worn under the shirt, stud or small hoop earrings and a simple discrete bracelet and watch

THE SECONDARY P.E. UNIFORM:

- Red T shirt or Polo Shirt
- Black Shorts or Black Tracksuit Bottoms
- Black Sweatshirt or Jumper or ¼ zip sports top (No Coats, Zipped Jackets or Hoodies)
- Trainers
- Football Boots
- Red or Black Football Socks
- Hair bobble

(All P.E. kit must be clearly marked with the pupil's full name)

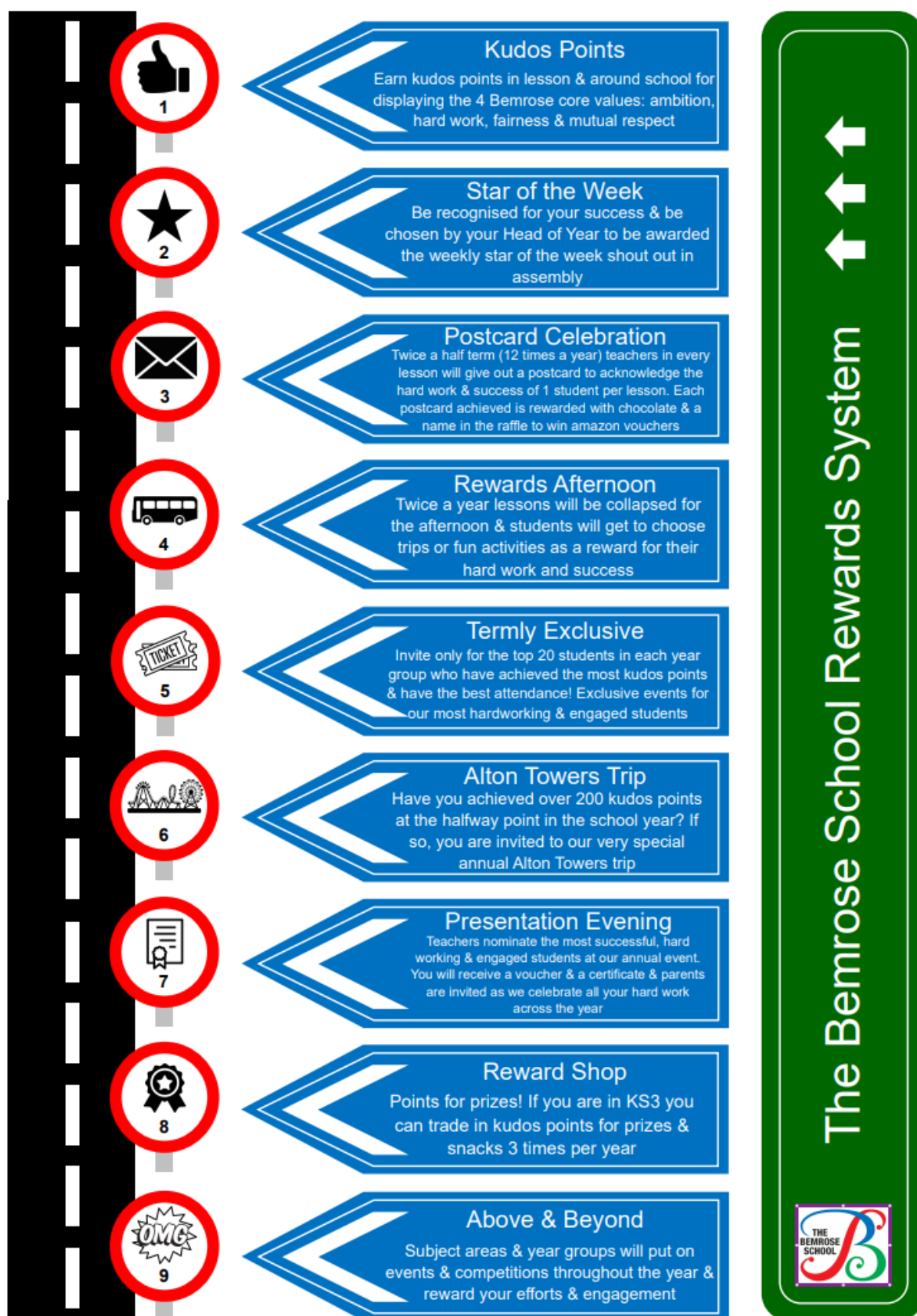
THE PRIMARY UNIFORM:

- Black trousers / shorts
- Black skirt / pinafore
- Yellow polo shirt
- Black sweatshirt/jumper or black cardigan with Bemrose school logo
- Sensible black coloured shoes. No open sandals or high heels
- Black / white socks/ black tights
- Plain, dark coloured coats
- Yellow and white striped or checked dress (from after Easter to October half term)

THE PRIMARY PE KIT:

- Red t-shirt
- Black tracksuit bottoms and jumper
- Black shorts
- Trainers

APPENDIX 3 – The Bemrose Secondary School Rewards System



APPENDIX 4 – Teacher script for reset conversation after a pupil has been sent outside of the classroom after receiving their second warning

1. Approach calmly and stand in the threshold of the classroom door so you can monitor the class and talk to the pupil.
2. State the behaviour that caused the pupil to be removed from the lesson. Do this without emotion or judgement.

'I gave you two clear warnings about [state the behaviour: e.g., talking over others], and when it continued, I followed the behaviour policy by asking you to wait outside.'

3. *Name the impact and build responsibility.*

'When you [state the behaviour e.g. talking over others], it stops others from learning and makes it harder for me to teach. That's not fair on them – or on you.'

4. *Set clear expectations. Be concise, firm and supportive.*

'You need to go back into the classroom and start again. If you [state the behaviour e.g. talking over others] again you will be sent to a buddy room, and I will be calling home. I'm expecting things to improve. Thank you for finding your set calmly and carrying on with your work.'

APPENDIX 5 - Behaviour policy for IT resources and usage of internet

Low level of abuse of IT resources. For example, not on task or playing games – please follow consequence guide (Appendix 4)

High level of abuse of IT resources. For example, accessing inappropriate websites, including pornography, trying to hack into the school network, or vandalising school IT resources. Please report any inappropriate use to the DSL via CPOMs or IT Services, any inappropriate use on websites will be flagged by the Smoothwall monitoring and filtering system and an alert goes straight to safeguarding. Safeguarding will come to your class if anything high level needs actioning urgently.

For more information on IT & online safety, please refer to our Online Safety policy.

APPENDIX 6 - Consequence Guide – updated July 2025

*This is a consequence **guide** for staff to refer to, with discretion from the Executive Headteacher, Head of school, DHT and DSL.*

Poor Behaviour

- Swearing directly at or towards an adult = intervention and support from a Learning Mentor and detention from 2.50-3.30pm or seclusion visit booked
- Running off from leadership detention = Leadership Detention in Night School from 2.50-5pm
- Inappropriate IT use = Refer to DSL
- Damage to school property = Refer to C&G Team Leader and HOY
- Poor corridor behaviour = Log on Arbor, use emergency alert to request On-Call if appropriate or refer to HOY

Lesson Behaviour

- Use behaviour specific praise, verbal and / or nonverbal cues or limit setting strategies to promote positive behaviour change before issuing a formal warning.
- 1st warning - clear verbal warning and consider moving where the pupil sits.
- 2nd warning – the pupil is sent out of the classroom for a 2 minute ‘time out.’ The teacher has a concise and respectful reset conversation, and the student returns to the lesson.
- 3rd warning – buddy. After school detention that evening. Collected by C&G Staff. Class teachers are to log on Arbor, call home and see the pupil in detention at the end of the day for an RJ.
- failed buddy = intervention from a Learning Mentor and detention until 3.30pm.
- 2 buddies per day = Parent meeting by HOY/Report
- 3 Buddies in a week = Parent meeting by HOY/Report

Areas are to place pupils into Area detentions before leadership detentions. Clear communication of the Area detention is required from the teacher to the pupil.

Seclusion

- Late to BSR = stay until 4pm (if we can get hold of parents) or make up time the following day (during their own time at 2.50pm or 8am)
- Graffiti in BSR = stay until 4pm
- Walk out of BSR = redo day or pick up the following day at 2:50pm to make up time
- Fail to complete work = work is sent home with the child for homework
- Disruption in the BSR room = refer to DHT.
- Lesson 6 = children can go to lesson 6 if they are **collected** from BSR
- Interventions = children can attend their interventions.

Aggressive behaviour/fighting (in school)

- Fighting in school = varied depending on severity of offence: RJ outcome, one/two/three-day seclusion in the BSR, off site seclusion or suspended.
- Pre-planned fights = minimum of 3 days seclusion in the BSR.
- Verbally aggressive towards staff = intervention/ support from a Learning Mentor and detention from 2.50-3.30pm or seclusion visit booked.
- Physical aggressive towards a member of staff = BSR then refer to DSL, DHT, Head of School, Executive Head Teacher.

Aggressive behaviour/fighting (outside school)

- See notes above
- Also liaise with the Neighbourhood watch officer to look at the children giving back to the community or school.

Canteen Behaviour

- Misbehaviour in canteen = varied depending on severity of offence: ban for one day, ban for a week (Mid-day to support), supervised lunch/ break in the BSR; offsite placement, suspension.
- Stealing from the canteen –refer to DSL

Mobile Phones

- Mobile phone first offence = please ask the child to put it away, if it is being used inappropriately
- Mobile phone. Second offence = confiscation – if it is being used inappropriately. (Child's mobile must go in the school safe and a slip must be issued to the child)
- Refusal to hand over mobile phone = on call
- Refusal to hand over mobile phone to on-call = Leadership Team
- All mobile phones must be returned to the child on a Friday or at the end of the school if there are concerns around the welfare of the pupil.

Smoking

- Smoking (first offence) = referral to school nurse, 1-hour Leadership detention, phone call home.
- Further smoking offence = Night School Leadership detention from 2.50-5pm, letter home
- Further smoking offence = fine £10 each time and HOY parent/ carer meeting

Truancy

If a pupil is found to be truanting, they will be returned to their timetabled lesson and be booked into an after-school detention at the nearest available date (usually the following school day) with a member of the Leadership Team. This detention will take place in Night School from 2.50-5pm. Parents/ carers will be informed of this detention by the Head of Year and the behaviour logged on Arbor.

PE

- Forgets to bring their PE kit = they are to borrow clean kit from school.
- Refusal to borrow kit = First time – isolated for that lesson. Second time = 1- isolated for the day until 3.30pm
- Refusal to remove facial piercing (inc clear studs) = isolated for that lesson. Second time = isolated for the day until 3.30pm
- Endangering themselves or others = seclusion in BSR

Punctuality

- During regular punctuality blitz's if a pupil is more than 5 minutes to school or lesson = punctuality detention from 2.50-3.30pm the following school day.
- Repeated lateness = Penalty Notice issued to parents.

School Uniform

- Please refer any concerns to the child's HOY
- Repeat offenders – Friday after school detention

Facial Piercing

- Pupil who has facial piercing (that is not clear studs) will be asked to remove the stud/bar.
- If the Pupil refuses (or is unable) to remove the stud/bar, please send them to HOY. We can provide them with a clear stud.
- If the child refuses to except the clear stud = Leadership Detention.

Child on Child Abuse.

- Racism = zero tolerance, educational talk (seclusion in the BSR /off-site placement or suspension, RJ, formal warning, add to racism log (email Inclusion admin and use reverse of orange and green slips)
- Sexual Harassment = zero tolerance, educational talk (seclusion in the BSR /off-site placement or suspension, RJ, formal warning, add to Sexual Harassment log (email Inclusion admin and use reverse of orange and green slips)
- Homophobic comments = zero tolerance, educational talk, seclusion in the BSR/off-site Placement or suspension, RJ, formal warning.

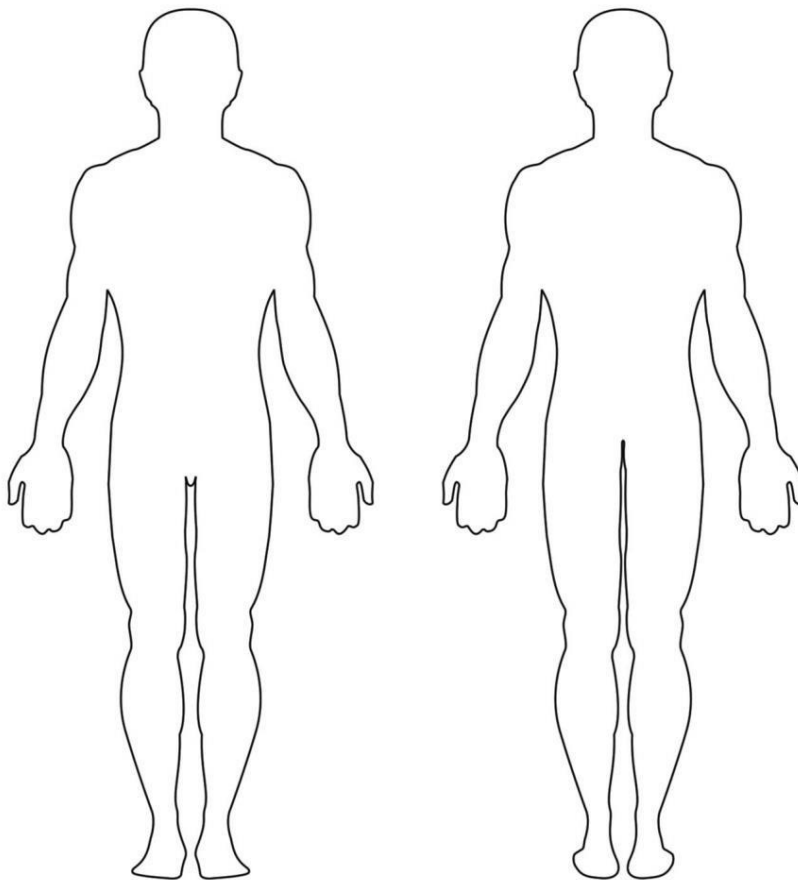
- Bullying = zero tolerance, educational talk (seclusion in the BSR/off-site Placement or suspension, RJ, formal warning. Add to bullying log (email Inclusion admin and use reverse of orange and green slips)

Drugs/Weapons

- Possession of drugs = zero tolerance – refer to Executive Headteacher, Head of School, DHT or DSL
- Possession of a knife = zero tolerance – refer to Executive Headteacher, Head of School, DHT or DSL

APPENDIX 7 – Body Maps

Name of Child:		Year/Form	
Complete by:		Role:	
Date and time of incident:			
Please mark an x on the body map where contact was made.			



APPENDIX 8 – Record of a Search

Pupil Name: _____ **Form** _____

Date & Time: _____

Pupil Gender: M/F

Searcher Name: _____

Searcher Gender: M/F

Present: _____

Pupil Consent: Y/N

LT Consent: Y/N

Who? _____

Reason for Search

--

Outcome

--

Signed (person who searched): _____

Signed by pupil _____

Parent informed by _____ Date/Time _____

***To be passed to the C& G lead to be reviewed and filed in the pupil records.**