



# Behaviour Policy

## Policy

BEHAVIOUR POLICY AND STATEMENT OF BEHAVIOUR PRINCIPLES 2025/26

## Headteacher

Chris Stokes

## Policy Review dates

| Review Date | Changes made  | By whom | Date shared with staff |
|-------------|---|---------|------------------------|
| June 25     | Updates to reflect current practices in school. New Pyramids to reflect updates and branding. | CST     | September 25           |
| December 25 | References to 'Reset Provision', including Reset Behaviour addendum.                          | CST     | December 25            |
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| Date ratified by Governors | Review Date |
|----------------------------|-------------|
| December 2025              | July 2026   |

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## **1. INTRODUCTION**

1.1. The Positive Behaviour Policy is Bedale High School's behaviour policy and sets out the framework of the school's approach to encouraging good behaviour known as 'Positive Behaviour' (PB).

1.2. This policy details the systems which will be in operation to support students in making positive behaviour choices, in line with the law and guidance issued by the government.

1.3. This policy should be read alongside the additional guidance issued on the school website and the other policies, including: the school's Safeguarding and Child Protection policy, Equality Statement; Attendance and Punctuality Policy; Special Educational Needs and Disabilities (SEND) Policy; Anti-bullying; Dealing with Concerns and Allegations Against Adults, Suspensions & Permanent Exclusions, and the Complaints Policy. Copies of these documents can be found on the school's website in the policies section.

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- 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

1.5. A positive, safe, and purposeful culture is created in our school by establishing behavioural standards and ensuring that these are taught explicitly and over-corrected where necessary to ensure that the school is a calm, orderly and disciplined environment where rules are followed to enable excellent teaching and learning to take place.

1.6. Where needed, Individual Pupil Risk Assessments (IPRAs) will be completed in partnership with parents/carers and students. These will be reviewed at regular intervals and must be adhered to.

1.7. The Positive Behaviour framework should be successful in:

- Providing parents/carers, students, staff, and governors with clarity in respect of the behaviour policy in place.
- Ensuring that all students are treated fairly and consistently, and are involved, whenever possible, in the process of praise, recognition and rewards.
- Supporting staff in the classroom, ensuring that the classroom environment is one in which teachers are able to teach because students are behaving in an appropriate manner.
- Reducing staff workload both through increased efficiency and the effective use of the Student Planner as a central record of each student's progress.
- Reassuring the school community that we take everyone's health, safety and wellbeing exceptionally seriously and have ensured our procedures and systems are fit for purpose.

1.8. Without doubt, the essential prerequisite for the scheme's success is a consistent commitment from all staff to operate within the agreed framework.

1.9. Three Positive Behaviour Pyramids ('PB - Rewards', 'PB – Classroom Sanctions' and 'PB – Sanctions') support the consistent implementation of the Positive Behaviour Policy. The examples given within the 'PB - Sanctions' chart are not exhaustive and the school reserves the right to sanction students in line with the general principles of the Positive Behaviour Policy. The arrow on the left-hand side of the chart depicts that sanctions can be applied at any level at the discretion of the Headteacher. Whilst Permanent Exclusion (PX) is not specifically referenced, it is an option open to the Headteacher and Governors where behaviour sustained levels of poor behaviour occur, or whereby single incidents warrant the highest possible response to keep the school orderly and protect others from harm.

1.10. Copies of the PB Pyramids, alongside the 'Classroom Rules' and 'Around School Rules' can be found in the Student Planner and on the walls of classroom and office spaces.

1.11. The framework is consistent and flexible, thus operating in a harmonious and complementary manner. It is hoped that the organised and widespread use of praise and rewards will influence the working practices of all students for the better.

1.12. All teachers in all curriculum areas and year groups must look to recognise, praise and reward all students as a matter of agreed policy. Support staff will also be expected to formally praise students whenever it is appropriate to do so.

1.13. Members of staff must understand the importance of operating within the recognised framework for sanctions. If the system is to be successful, the following must be understood by all concerned: when a particular misdemeanour takes place, an identified sanction or range of sanctions must follow. These are detailed within the Positive Behaviour Policy and accompanying documentation. Students' individual circumstances must be considered when identifying the appropriate sanction (e.g., SEND) and reasonable adjustments made where necessary.

1.14. Once the sanction has taken place, it is up to appropriate member(s) of staff to decide upon a suitable 'follow-up' strategy with each child's case being viewed in an individual sense.

1.15. Members of staff must follow the agreed framework. Senior members of staff are responsible for ensuring all members of staff receive training in relation to the implementation of this policy. The system must not be allowed to fail; it is imperative for health and safety.

1.16. Senior members of staff must also look to operate within the framework at all times.

1.17. At the centre of all that we do is the Student Planner. Its modus operandi must be read, understood and followed by all students, all members of staff and all parents/carers.

1.18. All parents/carers and students must agree to abide by this policy. It is only when we work in partnership that risks can be mitigated. Students must follow instructions from members of staff; students are expected to do as they are told – first time, every time.

1.19. The school's Positive Behaviour Policy is reviewed regularly and will be published annually and updated as appropriate. The Headteacher and Governors directly oversee the Positive Behaviour Policy.

1.20. Parents/carers have the right to raise a concern. Complaints should be submitted in line with the school's Complaints policy, which is available to view on the school's website.

## **2. CODE OF CONDUCT**

2.1. Parents/carers must ensure they inform the school of any changes to their contact details, or those of other emergency contacts. Routinely Parents/carers should ensure the school holds details of two (wherever possible) named contacts and at least one of the named contacts must be contactable for the duration that their child is present at the school.

2.2. If, when on the school premises, a student feels unwell, or they need to be collected for another reason, parents/carers must ensure the student is collected by a named contact or by a nominated responsible adult.

2.3. Parents/carers must ensure their child is prepared for learning at the school; students must arrive punctually, correctly equipped, wearing appropriate uniform and be ready to learn.

2.4. Where parents/carers are aware that their child is in need of support e.g. for a pastoral reason, parents/carers must ensure they communicate with the appropriate member of staff in advance of their child arriving at the school, so that members of staff can appropriately support the young person.

2.5. Students must arrive to their classroom on time (before the second bell). Upon arrival at their classroom, students should sit at their designated desk and get the appropriate equipment out of their bag, placing it on their desk along with their Student Planner.

2.6. In addition to the above, within the classroom, students should also:

- Begin working on the starter activity within 60 seconds of arriving in the lesson.
- Listen carefully when the teacher or another person is speaking.
- Be polite and respectful to others in the classroom.
- Put up their hand and wait for permission to speak if they need support.
- Complete all work in line with the 'Perfect 10' standards.
- Use their planner to record important organisational information e.g. homework deadlines.
- Stand behind their chair in silence at the end of the lesson and wait to be dismissed.

2.7. Around the School students should:

- Keep their planner with them at all times.
- Be polite and show respect to others.
- Follow instructions issued by all members of staff – first time, every time.
- Follow all uniform expectations, including not wearing coats in the school building.
- Walk around the school sensibly and quietly, following the one-way system. Do not shout or scream.
- Eat and drink in the right place, at the right time.
- Walk around the school.
- Only play ball games in designated areas.
- Follow their timetable carefully, being punctual when the bell goes to tell students to move to their next lesson.

2.8. Non-essential movement around the school should be avoided.

2.9. When moving around the school, students must abide by the school rules including observing one-way systems where they are in place.

2.10. Break and Lunch times will be arranged by the school in a manner that supports the reduction of risk. All students will receive clear guidance as to the arrangements for social times and the expectations of them during these times.

2.11. Students must use the toilet facilities designated to them and there should be no more than one person per cubicle. Students must only enter the toilet facilities if there is a free cubicle. On exiting the toilet, students must wash and dry their hands thoroughly.

2.12. Students are permitted to drink still, plain water in lessons and around school from their personal drink container.

2.13. Students must leave the school premises in a calm and orderly manner.

2.14. Section 27 of this policy details the expectations of students in relation to their conduct outside of the school.

2.15. At certain stages in a child's or young person's school life, they may struggle to access, or manage within, the typical provision offered by the school as a result of:

- Social, Emotional and Mental Health Needs (SEMH) and/or
- Adverse Childhood Experiences (ACE)
- Special Educational Needs and Disabilities (SEND)

Members of staff within the school, with the support of the Special Educational Needs and Disabilities Coordinator (SENDCO), will be mindful of students' individual needs when issuing praise or sanctions for behaviours. They will be guided by the Education, Health and Care Plans (EHCPs) for those students who are in receipt of them, or individual education plans/support plans for those with additional needs but without an EHCP.

2.16. The Positive Behaviour Policy supports the school to uphold its statutory responsibilities under the Equality Act 2010 and any form of abuse targeted towards those with protected characteristics will not be tolerated in any form.

2.17. The school does not tolerate bullying of any kind, including cyber bullying, prejudiced based and discriminatory bullying. If it is discovered that an act of bullying or intimidation has taken place, we will act with urgency to stop any further occurrences of such behaviour. Whilst it is very difficult to entirely eradicate bullying, we always do everything in our power to ensure that all children are able to attend school free from fear. Where bullying / unkind behaviours are identified, three days in isolation will be served, with a higher sanction being considered for repeat offences.

2.18. Hate incidents, including but not limited to racism will not be tolerated in any form and will always result in three days in isolation, with a higher sanction being considered for repeat offences. Educational support will be provided as a follow up activity.

2.19. Child-on-child sexual violence and harassment, which includes the use of sexually abusive language, either occurring offline or online is unacceptable and will not be tolerated. Inappropriate language and harmful sexualised behaviour between students will be challenged by staff. Students whose behaviour falls below expectations will be sanctioned with three days in isolation, with a higher sanction being considered for repeat offences.

2.20. Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future.

2.21. Students are encouraged to report any incidents that have made them feel uncomfortable, no matter how significant or otherwise the student feels the incident to be. Equally, if a student observes a behaviour that they do not feel is appropriate from another person towards another member of the school community, they should report this to an appropriate adult. It is through a culture of openness that we are able to ensure everyone feels safe.

### **3. THE STUDENT PLANNER**



3.1. The Student Planner is an essential part of a student's equipment. The planner supports students with their effective organisation, which is imperative for self-propelled learning, e.g., at home.

3.2. Each student will be issued with a new Student Planner at the start of a new academic year.

3.3. Students are required to bring their Student Planner to school on each occasion they attend. It must be emphasised that forgetting the Student Planner is extremely serious. On the first occasion, students will be given a planner sheet during form time. Any student who forgets their Student Planner on two or more occasions will automatically serve a period of Isolation. If the planner is able to be brought into school, the student may return to lessons.

3.4. Students are required to always have their planner with them, including at break and lunch. Planners must not be kept in blazer pockets.

3.5. During lessons, students must place their planner on their desk, open at the correct date.

3.6. If a member of staff asks a student for their planner, they must hand it over immediately. Refusal to hand over a planner, even where the sanction being issued by the member of staff is incorrect, is extremely serious and will result in Isolation.

3.7. All students are required to have their planner reviewed and signed by their parent/carer weekly. Where students fail to have their planner signed for the required day, they will be issued with a Negative Comment (E) by their form tutor.

3.8. In the event of a lost planner or a planner being damaged (including graffiti) a new planner will need to be purchased from the school at a cost of £6. Where it is deemed that this is a recurring issue, the school may choose to issue an additional sanction.

#### **4. STUDENT DRESS, EQUIPMENT AND VALUABLES**

4.1. Students are required to adhere to the school's uniform policy. Details of the uniform policy can be found on the school's website.

4.2. Where a student fails to wear compliant school shoes or any item of uniform (with the exception of top button done up/sleeves up/shirt untucked for which a Negative Comment will be issued) the following procedure will apply: when protocols permit the loaning of uniform, students will be loaned the item of uniform (e.g. a tie, a pair of school shoes, or appropriate trousers), where possible and will receive an after school detention. If a loan isn't possible (due to health and safety protocols or the item not being available to loan), or if the student refuses to wear the item/s being loaned, the student will serve a period of Isolation.

4.3. Students must abide by the school rules in respect of uniform, jewellery, make-up, and hair styles:

- Jewellery: students are allowed to wear a watch, one discreet ring per hand and one earring per earlobe – small stud only. Students are not permitted to



wear necklaces and bracelets/bands (other than for faith reasons); however, students are allowed to wear one charity band. Students are also not permitted to wear facial/body piercings including clear retainers.

- Make-up may be worn but should not be excessive and be natural in tone. Fake eyelashes and lipstick is unnecessary and are, therefore, not permitted to be worn.
- Hairstyles should not reflect the extremes of 'youth culture', for example, shaved lines and patterns on the side of the head; patterns must not be cut into the hair. Hair should be of a natural colour. Two tone colour patterns and/or dip dye is not permitted. If it is considered that a hairstyle worn, including when the colour is not 'natural' is because of cultural, family and/or social customs and is part of a student's ethnic origin or religious beliefs, and which therefore falls under the protected characteristic of race or religion, this will be permitted. The only exception would be on health and safety grounds.
- Hair accessories must be appropriate in size and colour for sensible and safe working. Hair scrunchies/bobbles must not be worn on a student's wrist. Hair clips must not be attached to blazers/jumpers/shirts/ties.
- Tattoos: Tattoos must not be visible.

Where a parent/carer or student feels a reasonable adjustment is required, they should discuss this matter with a senior member of staff who will seek the view of the Headteacher. Where students do not follow the agreed protocols, they will be sanctioned in line with the Positive Behaviour Policy and associated documentation. Usually this will involve a student receiving a Negative Comment, however, in the case of a student attending school with an inappropriate hairstyle, the student will serve a period of Isolation until the issue is resolved. Where the issue arises from a genuine misunderstanding of school rules, the school, working with parents/carers, will act reasonably wherever possible to provide time for issues to be resolved. This is particularly the case at the start of the academic year.

4.4. When engaged in Physical Education students are required to change into their school PE kit. Students must comply with health and safety protocols when changing. The correct PE kit must be brought to every PE lesson. If a student is excused from a PE lesson, they are still required to bring their PE kit in order to participate in lessons, for example, as an umpire.

4.5. If a student has an injury or illness that is severe enough to warrant the student taking no part in the lesson whatsoever, or if the student is physically unable to get changed into their PE kit, a note from the doctor or hospital is required and should be shown to the student's PE teacher before the start of the lesson.

4.6. Failure to bring PE kit, or any item of PE kit:

- Students will be loaned the item of kit, where this is available, in order to take part. Where this is the case, the student will receive a negative comment (E). Where it is not possible to lend a student kit (this includes where the number of students requiring kit exceeds the amount of kit available), a Phase 4 (lesson removal) will be issued.

- If a student refuses to wear the item/s being loaned a Phase 4 (lesson removal) will be issued.
- Students are always expected to bring their trainers to school when they have a PE lesson. Where students are participating in football, cross-country, rugby or another sport as advised by their teacher, they will also need to bring their football boots. If a student fails to bring their football boots, they will receive a negative comment (E). If it is possible for the student to loan a pair from the school, the student will be able to participate in the lesson. If this is not possible, the student will receive a Phase 4 (lesson removal).
- Where three instances of Phase 4 occur from PE, the student will be required to serve a period of Isolation.

4.7. Students should not leave money or valuables unattended at any time. Students should not bring laser pens or items that connect to the internet such as hand-held computers or smart watches into the school.

4.8. Mobile phones are brought into the school at a student's own risk and must be switched off and kept safely in the student's bag during the school day.

4.9. Bedale High School strongly believes that the unsupervised and unrestricted use of mobile phones has the potential to significantly undermine the safe and harmonious culture of our school. As a consequence:

- If any student has a mobile phone out in the school or it goes off, vibrates, or it can be seen, it will be confiscated\* (along with the SIM card) for 48 hours\*\* and a Negative Comment will be entered into the Student Planner.
- If this falls on a Thursday or a Friday, it cannot be collected until the following Monday after the school day has finished. Where a mobile phone is confiscated on a Thursday/Friday of the last week of term students may collect their phone upon return from the holiday.

\*The exception to this rule is where a Senior member of staff has given permission for a student to use their mobile phone. This would only apply in truly exceptional circumstances.

\*\*Where students are serving a period of Isolation, they are expected to put their mobile phone and their bags into a locker. If the student fails to do this and the mobile phone is seen the student will have their mobile phone (along with SIM card) confiscated for 5 days.

4.10. We understand the importance of making sure that parents/carers are aware that phones have been confiscated. As a result, when a phone is confiscated before 2pm a text message will be sent home to alert the parent / carer to the phone no longer being in the child's possession. If after 2pm, the phone will be required to be handed in the next day.

4.11. If a student refuses to hand over their mobile phone, it will be treated as defiance and the student will be sanctioned accordingly. Ultimately if the student continues to refuse, the student will be issued with a Fixed Term Suspension. Upon return to school, the student will be expected to hand over their mobile phone and SIM card for

48 hours. In this circumstance, a placement in the Reset Provision would not be appropriate.

4.12. Smart watches/Activity watches connected to the internet are not allowed on the school premises and will be sanctioned in line with the mobile phone policy.

4.13. Earphones/wireless headphones are not permitted to be worn on school grounds. Students will be issued with a negative comment where this rule is ignored. If this rule is repeatedly ignored by a student, they will be issued with a more serious sanction in line with the school's policy around defiance.

4.14. Students must attend school with the correct equipment and be ready to learn. In addition to the Student Planner students are expected to bring all equipment as outlined on the school website. Students must keep their pens in a pencil case. All items must be carried in a bag which must be of a suitable size to carry exercise books/A4 folders and appropriate for use within the school. Students are expected to abide by the school's equipment policy as detailed on the school's website.

4.15. Where students do not have the correct equipment, they will receive negative comment. This will be issued by the Form Tutor as equipment will be checked routinely within registration. To ensure that there is no disruption to learning, missing pieces of equipment will be provided and a charge made on ParentPay.

## **5. REWARDS**

5.1. We recognise the importance of establishing a culture of positive behaviour and a complementary rewards framework which supports a calm, orderly and positive teaching and learning environment for all.

5.2. The rewards framework encourages the active and direct involvement of as many teachers and as many students as possible. It is essential that all students, regardless of ability, or protected characteristic(s) are given the opportunity to operate within the rewards framework.

5.3. Central to the philosophy is the right of staff to praise students, including contacting parents, as a matter of routine. Such spontaneous day-to-day praise is a key foundation in all good schools.

### **5.4. STAMPS**

5.4.1. The first formal phase of the reward system is the issuing of stamps directly into the student planner.

5.4.2. All members of staff have a stamp, including non-teaching members of staff. Stamps are issued directly into student planners. Stamps are awarded in lessons for contribution, effort and hard work. Around school stamps may be issued for acts of kindness, or where a student has made a positive contribution to the school / wider community.

5.4.3. Wherever possible members of staff will teach with their Positive Behaviour Stamp in their hand and will reward students in a timely manner.

## **5.5. CREDITS**

5.5.1. The awarding of Credits will be based around the Student Planner. Awarding Credits is intended to be both simple and time efficient.

5.5.2. 3 stamps = 1 credit.

5.5.3 Students will count the number of credits achieved in the previous week with their form tutor during the weekly PB session.

5.5.4 Where a student is selected for 'SLT Praise', they will receive 3 credits.

5.5.9. Credits will, of course, lead to recognition through our system of Commendations.

## **6. COMMENDATIONS**

6.1. The Certificate levels for Credits are as following:

- Bronze Award 50 Credits
- Silver Award 100 Credits
- Gold Award 150 Credits
- Platinum Award 200 Credits
- Diamond Award 300 Credits
- Deputy Head Award 400 Credits
- Headteacher Award 500 Credits
- Governing Body Award 600 Credits
- Chairs of Governors Award 800 Credits
- Pride of Bedale Award 1000 Credits
- Bedale High School Award 1500 Credits
- Outstanding Achievement Award 2000 Credits

6.2. Credit information will be collected weekly by form tutors. When a student hits a commendation level, they will be issued with this certificate during the weekly PB session by a member of SLT, or for the higher commendation levels, during special termly praise assemblies.

## **7 REWARD TRIPS**

7.1. Students will be eligible for the Positive Behaviour Reward Trip (which usually takes place in July if they gain their 'Pride of Bedale Award' before May half term and have not served a period of Isolation, been issued with a fixed term suspension, or served a period in the Reset Provision.

7.2. At the discretion of the senior leadership team, additional year group focused reward trips may be arranged during the school year. These trips would have specific entry requirements linked to behaviour associated with them.

## **8. STUDENT CELEBRATION EVENING**

8.1. Each year all students who have achieved the 'Bedale High School Award' or higher will be invited, along with their parents / carers to the Student Celebration Evening.

8.2 Members of staff will also nominate students for key awards surrounding effort, achievement, extra-curricular, and attendance.

## **9. SANCTIONS FOR CLASSROOM BASED MISDEMEANOURS**

9.1. In terms of classroom-based sanctions, five key phases are identified. It is hoped that the great majority of students will simply choose to spend their time with us operating within the rewards framework.

9.2. It is also expected that, of the students whose performances are deemed to be unsatisfactory, only a small minority will move beyond phase 3.

9.3. It is essential that all students, parents/carers, and members of staff understand this framework and its consequences. At all times, the intention of the policy is to bring a halt to unacceptable working performance and from this point to encourage each student to re-join the road to achievement.

9.4. Each member of staff must seek to operate within the framework. The phases must be worked through in a logical manner. We, as a school, cannot tolerate a situation in which students are removed from classes for seemingly trivial reasons or, in short, we must operate within a logical and well-planned structure.

9.5. Additionally, when students do disturb the academic progress of their peers or make the working life of the teacher unacceptably stressful and unpleasant, then they must be removed from that class.

9.6. For the structure to work, it is essential that consistency and flexibility work in harmony and no apologies are given for repeating this key section of the introduction:

- Members of staff must understand the importance of operating within the recognised framework for sanctions. If the system is to be successful, the following must be understood by all concerned: when a particular misdemeanour takes place, an identified sanction or range of sanctions must follow. These are detailed within the Positive Behaviour Policy and accompanying documentation. Students' individual circumstances must be considered when identifying the appropriate sanction (e.g. SEND) and reasonable adjustments made where necessary.
- Once the sanction has taken place, it is up to appropriate member(s) of staff to decide upon a suitable 'follow-up' strategy with each child's case being viewed in an individual sense

## **10. PHASE ONE - VERBAL WARNING**

10.1. It is anticipated that many students will receive the occasional Verbal Warning in their time with us. Hopefully, as students mature and become more self-disciplined, the great majority of student/staff contact will be positive and enthusiastic. Students should become accustomed to operating within the parameters of our learning framework. This will include settling to work quickly, listening properly to the ideas of others and participating constructively in discussion.

10.2. The Verbal Warning, though not recorded, has two clear purposes:

- To indicate to students that they have done or are doing something which is unacceptable.
- To form a link to the more serious phase 2 if it is required.

10.3. Students must clearly understand that they have received each warning and that the words 'Verbal Warning' must be used by the member of staff.

10.4 No more than one verbal warning per lesson can be issued to an individual student.

10.5. The Verbal Warning should not be given as a blanket warning to the full class.

10.6. Once a Verbal Warning has been issued, the student planner must be taken from the child and placed on the desk at the front of the classroom. This serves two purposes:

- To remind the teacher that they have issued a verbal warning.
- To remind the student that the next step would be a written comment in their planner.

10.6. Students can still be issued with stamps when in the Phase system and the teacher should seek opportunities to recognise amended behaviour positively.

## **11. PHASE TWO – FIRST NEGATIVE COMMENT**

11.1. A student who continues to behave unacceptably despite being given a Verbal Warning will move into phase 2 and receive a negative comment. This must be recorded in the appropriate page of the Student Planner with a brief comment followed by staff initials. Staff may also wish to keep a brief record in their own file of the nature of the misdemeanour.

11.2. A student could move into phase 2 as a result of continuing the behaviour which led to the initial Verbal Warning, for new behaviour which warrants a sanction where a Verbal Warning has already been issued, or for behaving in a way which is considered too serious to receive only a Verbal Warning.

## **12. PHASE THREE – SECOND NEGATIVE COMMENT**

12.1. Occasionally, students will continue to behave in an unsatisfactory manner despite receiving both a verbal warning and a negative comment. Such behaviour will result in the student moving into phase 3.

12.2. Again, the onus here is on the class teacher trying to retain control of their own teaching groups. In most cases students will be moved to another seat within the room as the first part of the sanction. A further Negative Comment from the teacher must be placed in the student's planner.

12.3. The first three phases are very much seen as classroom-based strategies.

## **13. PHASE FOUR AND FIVE – THIRD NEGATIVE COMMENT & LESSON REMOVAL**

13.1. At this point, the classroom member of staff would come to the decision that a student is persisting in undermining the work of others in the room. This is despite receiving three clear warnings at this stage.

13.2. Alternatively, it may be that a student behaves in such an unacceptable way that the member of staff chooses to move straight to phase 4. Though there is always the possibility of this occurring, the school strongly supports the importance of working through the phases in a cumulative manner whenever possible.

13.3. Where a student receives a phase 4, 'on call' will be requested to escort the student to the 'moved room'. When collected, the class teacher will provide work for the student to be completing in the moved room.

13.4. A student who has entered phase 4 is likely to have caused considerable disruption and inconvenience. Consequently, they should be received in an appropriate manner.

13.5. A student who is issued with a Phase 4 must have an after school detention logged by the class teacher.

13.6. Where a student in phase 4 behaves unacceptably or where poor behaviour is extreme in nature, the support of a member of the Senior Leadership Team/On Call member of staff will be requested and the student will serve a period of Isolation.

13.7. Should it be viewed that the disruption caused by a student in receipt of a Phase 4 was so disruptive that a higher sanction needs to be considered, the member of staff should complete a serious incident report which will be reviewed by the Behaviour Team.

#### **14 SANCTIONS FOR MISDEMEANOURS COMMITTED AROUND THE SCHOOL**

14.1 As outlined on the PB Sanctions pyramid, the sanctions system for misdemeanours committed around the school operates on four main levels.

14.2 In short, members of staff need the support of a clear framework whilst being able to view each incident's severity based on professional experience. Students need to know the 'minimum' sanction they can expect to receive, whilst also being in a position to understand what the 'maximum' sanction might be.

14.3 'Refusal or failure to follow staff instructions' offers an interesting case in point. It might be that the incident is such that the member of staff concerned judges an after school detention to be appropriate. Alternatively, the situation might be so serious and confrontational that the teacher concerned, with the support and agreement of the appropriate colleagues, decides that a period of Isolation is the most appropriate sanction.

14.5. Should it be viewed that the disruption / defiance caused by a student around school was so disruptive / abusive / undermining that a higher sanction needs to be considered, the member of staff should complete a serious incident report which will be reviewed by the Behaviour Team.



## **15 LEVEL ONE – NEGATIVE COMMENT**

15.1 The following system in terms of sanctioning students around the school will be used. Though this will mean that no formal Verbal Warning will be required, it is essential that staff combine firmness with an acceptance that many young people will make genuine mistakes which do not need pursuing. We need to make a clear distinction between carelessness and deliberate intent to disobey school rules. This does not, however, apply to uniform infractions except those made in genuine error at the start of term.

15.2 If at any time a member of staff considers a student to have chosen to behave in an inappropriate way around the school they should, as a minimum, make a comment (known as a 'Negative Comment') in the Student Planner for that week. It is important that the comment, though obviously brief, is sufficiently informative for parents/carers. The 'subject' for incidents around school should be recorded in the planner as 'AS' (around school).

15.3 Form Tutors, through the monitoring of Student Planners each week, should keep a record of around school comments. A student who acquires three such comments will be issued with an after school detention by the form tutor.

## **16 LEVEL TWO – AFTER SCHOOL DETENTION**

16.1 The student will attend an After School Detention known as a DT, as appropriate. If a student does not attend their detention, despite being told of the detention in advance, the student will serve a period of Isolation. The missed detention will also be required to be served at a later date.

16.2 Detentions cannot be rearranged except in exceptional circumstances approved by the Headteacher.

16.3 Students who have completed a day in Isolation and also have a detention booked for the same day will have their detention rescheduled unless the child explicitly requests to serve the detention.

## **17 LEVEL THREE – ISOLATION**

17.1. Isolation is an extremely serious sanction.

17.2. Parents/carers will be notified regarding the need for the student to serve a period of Isolation. Where possible, this will be prior to the commencement of the period of Isolation, however, where the student is moved to Isolation during the school day, this will not occur.

17.3. The Isolation room will have a functional and purposeful environment with a bank of work which covers every curriculum area and will be appropriately staffed.

17.4. Students will eat lunch in the Isolation room and at no time will the isolated student be allowed to socialise with other students.

17.5. The duration of the day in the Isolation Room will align to the normal school day. All students who are placed in Isolation must bring their set books and equipment for that day.

17.6. If a student should be in Isolation but arrives late, the following will apply:

- Before 9.10am – the student will receive a warning 1.
- After 9.10am – the student will receive a warning 2 (failed day).

17.7. If a student serves a 'part day' in Isolation due to, for example, gaining a full box of negative comments by period 3 during a day, then the period of Isolation will start from the following day with the part day being additional to the time due to the severity of the choices the student has made. The time in Isolation will be recorded as one instance. Students will leave Isolation at the end of the day; it will only be in exceptional circumstances, authorised by the Headteacher where a student will be permitted to leave Isolation part way through a day.

17.8. The level of commitment displayed by the student will be recorded on the Isolation Record Proforma at the end of each period, with the student's performance being monitored and graded between 1 and 4 (1= Excellent). Failure to comply with Isolation rules will lead to the following:

- The first instance within a day: Warning 1 will be given and recorded on the Isolation Record. Warning 1 can be issued by any member of staff with responsibility for running the Isolation room.
- The second instance within a day: Warning 2 will be requested and recorded on the Isolation Record. The issuing of Warning 2 triggers a repeat day in Isolation for the student. Warning 2 can be issued by any member of SLT, or a senior member of the pastoral team.
- The third instance within a day: Warning 3 will be requested\* and recorded on the Isolation Record. The issuing of Warning 3 leads to a fixed term suspension from the school, or at the Headteacher's discretion, a placement in the Reset Provision. Warning 3 can only be issued by the Headteacher, or in their absence, the Deputy Headteacher.

17.9. A student who works satisfactorily or better will re-join mainstream education though a record of the period of Isolation will be kept. It may also be worth noting once again that this sanction, as with any sanction, can be reached through a gradual process of continued unacceptable behaviour or through the committing of a misdemeanour which is considered sufficiently serious to warrant such an immediate sanction.

17.10. The default position for the issuing of Isolation is that students will spend one day in the provision. It is, however, at the discretion of the Headteacher to issue up to three days (plus any repeat days for receipt of warning 2) in the provision. The decision to issue more than one day would reflect the severity of the misdemeanour, or the repetitive nature of it e.g. multiple incidents of truancy.

17.11. During their time in Isolation the student will be encouraged to carefully consider the decisions that they made in respect of the misdemeanour and to reflect upon how they could behave differently in the future.

17.12. Students who have served a period of Isolation in an academic year will not have access to the Positive Behaviour Reward trip, which usually takes place in July.

The Headteacher may, however, use their discretion in exceptional circumstances to approve attendance on the trip.

17.13. Students who serve a period of isolation during a term are ineligible to represent the school in sporting / drama performances for that term.

17.14. Where a student is due to attend a reward activity / event / trip on a day where they are booked into isolation, the isolation will be served as the default position. Upon agreement with the Headteacher, however, educational based trips / events may still be attended and the isolation deferred to a later date.

## **19 LEVEL FOUR – SUSPENSION / EIP AND PERMANENT EXCLUSION**

19.1 Students who persist with unacceptable behaviour or who commit a particularly serious misdemeanour can expect to find themselves in receipt of a fixed term suspension, a placement in the Reset Provision (see 19.3 onwards) or permanent exclusion.

19.2 The control of suspension and/or permanent exclusion is entirely in the hands of the Headteacher and Governing Body. Decisions made are made in line with the Positive Behaviour policy, and the Suspensions & Permanent Exclusions policy.

19.3 Following a period of suspension, or following completion of a placement in the Reset Provision, a student will complete a period of up to two days in Isolation as part of their structured reintegration to the main school. Where appropriate, this may be varied at the discretion of the Headteacher. Should the student not be successful in completing this reintegration period, the normal systems will follow as outlined in section 14 of this policy.

19.4 Following a suspension from school / placement in the Reset Provision, a re-integration meeting will take place with the member of the Senior Leadership Team and/or a pastoral leader. A re-integration proforma will be completed; the student's pastoral teachers, the student and the parent/carer will be expected to commit to implementing certain strategies to help prevent future misdemeanours occurring.

19.5 At the discretion of the Headteacher, a placement in the school's Reset Provision may be issued in response to an incident that would otherwise be likely to result in a fixed-term suspension. A placement in the Reset Provision is an alternative to, not a replacement for, suspension. There is no right to access the Reset Provision and where places are not available / the decision is made that it is not appropriate, a fixed term suspension may still be issued.

19.6 Students who complete a placement in the Reset Provision will be heavily supported to positively reintegrate back into school. Reset Provision placements will not typically exceed 5 days, except in exceptional circumstances approved by the Headteacher.

19.7 Whilst all PB classroom and around school rules apply within the Reset Provision, the way that phases 1-4 are issued within the classroom differ to the main school protocol. For full details, please see Appendix 6.

19.8 A placement in the Reset Provision does not constitute a suspension or exclusion. Students remain on roll, are recorded as present, and continue to receive supervised education in line with the school's safeguarding and health and safety duties.

## **20 THE USE OF THE STUDENT PLANNER**

### **21.1 Monitoring of Student Planners**

#### **Student Self-Monitoring**

20.1.1 Without doubt, the success of Positive Behaviour as an initiative depends upon the effective monitoring of Student Planners. Central to this success is the need to provide students with the opportunity to reflect upon their own school performance; in other words, to ensure that student self-monitoring is central to the weekly operation of the Student Planner. With this in mind, it is essential that a reasonable amount of time is given each week to allowing students to reflect upon their performance in the school. This is achieved through the form time PB session.

#### **Parental Monitoring**

20.1.2 Parents and carers will also have a key role in monitoring their child's planner. Most importantly, it is expected that parents/carers will inspect and sign the planner each week, encourage their child to keep the planner clean and up to date, and support the habit of completing homework in an organised and efficient manner.

#### **Form Tutor Monitoring**

20.1.3 Within the school, Student Planners will be monitored each week by the Form Tutor.

20.1.4 When monitoring Student Planners, Form Tutors are looking to identify or confirm a number of points:

- That the planner is free from graffiti and is being kept in a tidy manner.
- That homework details are being recorded in sufficient detail using the prescribed system (e.g., set homework subjects written down at the beginning of the week, and the 'ticking' of homework upon completion).
- That, whenever they occur, comments made in the Student Planner by other members of staff are responded to in an appropriate way.
- That Credits and official sanctions are being recorded in an appropriate way.

20.1.5 Each Form Tutor will keep a separate record of 'credits and negatives' totals. This will be updated weekly during the PB lesson.

## **21 THE POSITIVE BEHAVIOUR SESSION**

21.1 Formal guidelines for the structure and content of Positive Behaviour sessions will be issued by the Senior Leadership Team.

21.2 A timetable for Positive Behaviour sessions for the year will be issued within the school calendar / form time guidance. Changes to the timetable will be made only in exceptional circumstances.

21.3 Form Tutors must ensure that they inspect and sign each student's Student Planner every week. It is expected that the form tutor will meet with students briefly one to one over a three week period, usually at the teacher desk to discuss the previous three week's and make a record of any required information. Appropriate praise or otherwise should take place at this time.

21.4 Once students have completed their Student Planner based work in the Positive Behaviour session, they should read their reading book.

21.5 The Positive Behaviour session should not be used as an opportunity for students to socialise.

### **21.6 Guidance for referring Students to SLT Link for Praise**

21.6.1 During the weekly Positive Behaviour session, members of the senior leadership team will make their way around form groups praising students for exceptional contributions. Form tutors should identify students to receive praise, including making recommendations for students who should receive Headteacher's praise. No more than one student should be identified during any one Positive Behaviour session to receive Headteacher's praise.

21.6.2 Where students are permitted to leave the classroom to receive praise from the Headteacher, they should be sent individually and must always carry their Student Planner. A record should be made by the form tutor on the 'Out of Lesson Permission' page before the student leaves the classroom.

21.6.3 Students should be identified for any of the following reasons:

- They have successfully achieved a commendation level.
- They have established six or more weeks of consecutive 'clean slates'.
- They have performed outstandingly in any way in which the Form Tutor feels needs to be brought to the attention of the Headteacher.
- There is no clear evidence of under-performance.

21.6.4 Over the course of the year, as many students as possible should be seen by the Headteacher.

21.6.5 When there is evidence of excellent achievement, three SLT Stamps will be awarded by the member of the SLT visiting the form room.

## **22 THE CONTENTS OF THE STUDENT PLANNER**

22.1 No personalising of the Student Planner will be allowed, and the pages must not be folded over. The planner should be carried in the student's bag, not in a jacket / blazer pocket. In short, the Student Planner must be kept as if it were a best exercise book.

22.2 At the beginning of each Form Tutor session, students will take out their Student Planners. Students who have not brought their Student Planner should be immediately referred to the appropriate pastoral colleague.

22.3 It must be re-emphasised that forgetting the Student Planner is extremely serious. On the first occasion, students will be given a planner sheet by their Head of Year.

Any student who forgets their Student Planner on two occasions within a term will automatically serve a period of incremental Isolation.

22.4 Homework must be recorded properly and fully by students.

## **23 COMMUNICATION**

23.1 A detailed support package which must be carefully worked through with all students will be given to all Form Tutors.

23.2 Assemblies throughout the academic year will be used to support the delivery and communication of Positive Behaviour.

23.3 Throughout the year, Positive Behaviour will be 're-taught' to students as appropriate.

## **24 SCHOOL PROPERTY AND SEARCHES**

24.1 The general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.

24.2 The school also holds the power to search without consent for prohibited or illegal items, including but not limited to:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers and E-cigarettes
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage property
- Any item banned by the school rules which has been identified in the rules as an item for which a search can be undertaken

24.3 The powers to search are detailed within the Education Act 1996 and are defined in the DFE Screening & Confiscation guidance (July 2022).

24.4 Whilst staff have the power to search for any item, the staff member involved must ensure that the student understands the reason for the search and how it will be conducted so that their agreement is informed.

24.5 If cooperation from a student is not forthcoming, the member of staff will consider why this is. If a student continues to refuse to cooperate, the student may be sanctioned in line with this policy. If the search, in discussion with the Headteacher or other authorised person, is still deemed necessary to recover a prohibited item, then the use of reasonable force may be considered on a case-by-case basis.

24.6 All searches will be carried out in line with the school's health and safety requirements. Two members of staff will be present at the time of the search and,



wherever possible, one of these members of staff will be a senior leader. The person making a search of a student's person should be of the same gender as the student and will take into account the views of the student where gender identity is a consideration.

24.7 Members of staff may search school property such as a locker if it is believed there are grounds for this.

24.8 It is important that all staff understand the implications of searches in the context of substance related incidents. Anyone who carries out or witnesses such a search may be required to give evidence should Police action follow: it is important that as few people are directly involved in the process as possible. Any findings of an illegal nature (if unsure contraband will be treated as illegal) will be handled as little as possible and will be passed on to the Police as soon as possible; the student's parent/carer will also be informed of the incident and the action that will be taken.

24.9 Where a substance is found which is not believed to be a controlled drug these can be confiscated where a member of staff believes this to be harmful or detrimental to good order and discipline. This would include New Psychoactive Substances (NPS).

24.10 Carrying a weapon is illegal, even if it is not being carried with intent: any student who brings a dangerous item/weapon into the school will receive an appropriate sanction and the Police may be informed.

24.11 Incidents will be recorded, and witnesses may be required to give statements to the police.

24.12 Where there is a disclosure of a mobile device incident which relates to messages/texts/messenger/social media and is not Youth Produced Sexual Imagery the student's device (in the presence of the student) will be viewed by a Safeguarding Officer or a Pastoral Leader. Health and safety requirements will be followed at all times. The information will be viewed by two members of staff, one of whom should be a member of the Senior Leadership Team. If the information on the device/s is of concern (not Child Protection), relates to bullying, or harassment, or needs further investigation, screenshots of all messages/posts will be taken on a school device. These will be added to the school's safeguarding system and deleted from the device. If the information is deemed to breach the Positive Behaviour system, further sanctions will apply as per the policy. The student will be offered additional support and intervention related to the incident and the student will be monitored by the pastoral team, as will any other students affected by the incident.

24.13 Where there is a disclosure of a mobile device incident which is believed to relate to Youth Produced Sexual Imagery the device will be confiscated and locked in the safe. The student and their parent/carer will be informed that the device will/has been confiscated and parents reminded that it is illegal to hold copies on their device or to share the image. A Child Protection Officer will be informed and will deal with the incident in line with the Safeguarding and Child Protection policy.

24.14 The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a



student was in possession of a prohibited item, and they believe that the search has revealed a safeguarding risk.

24.15 The designated safeguarding lead must liaise with the Headteacher to inform them of specific safeguarding issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an 'appropriate adult' present should police request or be required to conduct a search of a student, which may involve the removal of more than outer clothing. Further information can be found in the Statutory guidance - PACE Code C 2019.

24.16 Where a student purposefully damages school property, an appropriate sanction will be issued, and parents/carers will be contacted with details regarding the amount owing to the school in respect of the damage.

## **25 USE OF REASONABLE FORCE: CARE AND CONTROL**

25.1 The school does not encourage a 'no contact' policy as there is a real risk that such a policy might place a member of its staff in breach of their duty of care towards a student or prevent them taking the necessary action to prevent a student causing harm.

25.2 Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline.

25.3 Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, e-cigarettes, laser pens, tobacco and cigarette papers, fireworks, pornographic images, or articles that have been or could be used to commit an offence or cause harm.

25.4 The decision on whether or not to physically intervene is subject to the professional judgement of the staff member concerned and should always depend on the individual circumstances. If an alternative method of control is possible, then this method will be used first. If physical contact is the only suitable method, then this is permitted during this period.

25.5 Should it be deemed reasonable, proportionate and necessary to physically intervene during an incident, then members of staff have a duty of care to intervene. When doing so they will follow the health and safety procedures in place at the school.

25.6 Following the physical intervention, the student will be asked to sit in a space which is conducive to supporting them in remaining calm. Parents/carers will be informed of the incident and, following consideration of risk and a discussion with the student and parent/carers, advised if they should collect their child.

25.6 Further details of Bedale High School's approach to physical intervention can be found in our 'Care and Control' policy.

## **26 STUDENTS' CONDUCT OUTSIDE THE SCHOOL GATES**

26.1 Members of staff have the power to discipline students for misbehaving outside of the school premises “to such an extent as is reasonable” in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school. This includes for misbehaviour when students are:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school or
- Wearing school uniform or
- In some other way identifiable as a student at the school or misbehaviour at any time, whether or not the conditions above apply, that:
  - Could have repercussions for the orderly running of the school or
  - Poses a threat to another student or member of the public or
  - Could adversely affect the reputation of the school.

27.2 In all cases of misbehaviour, the teacher can only discipline the student on school premises or elsewhere when the student is under the lawful control of the staff member.

27.3 Where such behaviour occurs, students will be sanctioned in line with this policy and associated documentation.



# Sanctions

## PB - Positive Behaviour at Bedale High School

At the discretion of the Headteacher, a higher sanction may be applied to any behaviour misdemeanour.

- ☐ Persistent Disruptive Behaviour.
- ☐ Unprovoked assault.
- ☐ Deliberately setting off the fire alarm.
- ☐ Refusal to hand over mobile phone.
- ☐ Behaviour in Isolation (inc. refusal).
- ☐ Abuse of staff.
- ☐ Possession of a weapon.
- ☐ 3 periods of Isolation for the same reason in a half term.
- ☐ Unacceptable pattern of poor behaviour.

### Fixed Term Suspension

A fixed term suspension is Bedale High School's most serious sanction and will be issued for a very significant incident. The number of days issued will depend on the incident, however, it will usually follow the pattern of 2, 3, 4, 5, 5, 5, 5, 5, 5, 5, 5, PX. A higher number may be issued at the discretion of the Headteacher or in his absence, the Deputy Headteacher. Upon return, students will serve 2 days in Isolation.

- ☐ Inciting a fight, including knowledge of a fight without reporting and jeering on a fight.
- ☐ Bullying / abuse of students / fighting (equal blame)
- ☐ Harassment (including sexual) / hate incident.
- ☐ Possession of Illegal / illicit substance inc. vapes.
- ☐ Criminal damage including purposeful damage to school property / vandalism.
- ☐ Defiance, including refusal to hand over planner.
- ☐ Bringing the school into disrepute, including behaviour in the community / on buses.
- ☐ Filming and/or distribution of inappropriate content.
- ☐ 6 lates to school in a half term.
- ☐ Truancy / internal truancy / absconding.
- ☐ Full box of twelve negative comments.
- ☐ Forgotten planner (Twice in a year).
- ☐ Persistent uniform issues
- ☐ Accessing the upstairs toilets during break / lunch.

### Isolation

Whilst working in Isolation, students will be required to work in silence. Work will be provided for students to complete. Students will be awarded a grade of 1-4 for each lesson period completed during the day. (1= Outstanding, 4= Inadequate). A warning system is in place within Isolation.

- ☐ Warning 1 = Preventative Action.
- ☐ Warning 2 = Failed Day (Repeat Day).
- ☐ Warning 3 = Potential FTE.

Between 1 & 3 days will be served at the discretion of the Headteacher.

When isolation is served, the student becomes ineligible to represent the school at sporting / drama events for the term.

- ☐ Refusal to follow staff instructions.
- ☐ Dangerous / unruly behaviour.
- ☐ Deliberate disobeying of school rules including chewing gum, inappropriate language, persistent shouting / screaming, littering, or Phase 4 removal.
- ☐ 3 lates to school in a term.
- ☐ 3 negative comments in a subject in a half term.

### Detention (DT)

DTs occur after school for **1 hour** on Wednesday & Thursday. Failure to attend at DT / poor behaviour in DT = Isolation. Whilst in DT, students will copy out the school rules in silence.

- ☐ Breach of school rules / Inappropriate behaviour e.g. shouting.
- ☐ Identified uniform issue that can be resolved.
- ☐ Classroom based misdemeanour (issued after VW).
- ☐ Late to school / lesson (after the second bell).
- ☐ Out of bounds.
- ☐ Screaming / shouting / raised voices.

- o B = Behaviour
- o E = Equipment
- o H = Homework
- o L = Late
- o U = Uniform
- o W = Lack of Work / Productivity

### Planner Comment

Comments can be issued by any member of staff in the school. Twelve comments in a week = Isolation.

The success of any behaviour system is directly linked to its consistent and fair application by all members of staff.



# Rewards

## PB - Positive Behaviour at Bedale High School

### Student Celebration Evening

Each year all students who have achieved the 'Outstanding Achievement Award' commendation will be invited, along with their parents / carers to the Student Celebration Evening. Members of staff will also nominate students for key awards surrounding effort, achievement, extra-curricular, and attendance.

### Reward Trips

Students who are on track to achieve the 'Pride of Bedale' commendation by the end of school year will be invited to attend the annual PB Reward Trip to Alton Towers in July so long as they have not served a period of Isolation.

### Commendations

Commendations are awarded when students hit milestones in their accumulation of credits

|                |                      |                                      |
|----------------|----------------------|--------------------------------------|
| Bronze = 50    | Diamond = 300        | Chairs of Governors = 800            |
| Silver = 100   | Deputy Head = 400    | Pride of Bedale = 1000               |
| Gold = 150     | Headteacher = 500    | Bedale High School Award = 1500      |
| Platinum = 200 | Governing Body = 600 | Outstanding Achievement Award = 2000 |

### Credits

3 stamps = 1 credit. Students will count the number of credits achieved in the previous week with their form tutor during the weekly PB session.

Where a student is selected for 'SLT Praise', they will receive 3 credits.

### Stamps

All members of staff have a stamp. Stamps are issued directly into student planners. Stamps are awarded in lessons for contribution, effort and hard work. Around school stamps may be issued for acts of kindness, or where a student has made a positive contribution to the school / wider community.



# Around School Rules

## PB - Positive Behaviour at Bedale High School

1. Keep your planner with you at all times.

2. Be polite and show respect to others.

3. Follow instructions issued by all members of staff – first time, every time.

4. Follow all uniform expectations, including not wearing coats in the school building.

5. Walk sensibly and quietly around school. Do not shout or scream. Follow the one-way system.

6. Eat and drink in the right place, at the right time.

7. Place all litter in the bin.  
(Littering = DT)

8. Do not go into areas that are out of bounds at break and lunch.

9. Only play ball games in designated areas.

10. Follow your timetable carefully, be punctual when the bell goes to tell you to move.

Verbal Warnings are not issued for breaking around school rules. Where an around school rule is broken, a planner comment will be issued.

B = Behaviour  
U = Uniform

In the subject column, 'A/S' will be written.



# Classroom Rules

## PB - Positive Behaviour at Bedale High School

1. Arrive on time to every lesson  
(before the second bell).

2. Sit in the seat that is allocated to  
you. Do not move any furniture  
without permission to do so.

3. Immediately place your open  
planner on your desk and get out  
any required equipment / books.

4. Begin working on the starter  
activity within 60 seconds of  
arriving in the lesson.

5. Listen carefully when the teacher  
or another person is speaking.

6. Be polite and respectful to others  
in the classroom.

7. Put up your hand and wait for  
permission to speak if you need to  
ask a question.

8. Complete all work in line with the  
'Perfect 10' standards.

9. Use your planner to record  
important organisational  
information e.g. homework

10. Stand behind your chair in  
silence at the end of the lesson and  
wait until you are dismissed.



# Classroom Sanctions

## PB - Positive Behaviour at Bedale High School

### Moved Room

Where a student is removed from their classroom, they will go to the 'Moved Room'. Students are required to work in silence in the 'Moved Room', completing work provided by their class teacher. Where this does not occur, students will be taken to isolation.

## Phase 5

### Third Negative Comment & Lesson Removal

Should behaviour not improve, a lesson removal should be requested. Upon collection, a third and final negative comment should be issued. A DT should be issued by the class teacher in respect of this removal.

## Phase 4

### Second Negative Comment

Where the first negative comment has been issued and there remains no improvement in behaviour / another classroom rule has been broken. A second negative comment should be issued for B or W. At this point, the student should move to a different seat in the classroom, where possible.

## Phase 3

### First Negative Comment

Where a verbal warning has been issued and the misdemeanour has occurred again, or another classroom rule has been broken, the first written comment should be placed in the planner. The comment code used should be B (Behaviour), or W (Lack of Work / Productivity).

## Phase 2

### Verbal Warning

Where an action occurs that breaks any of the rules on the 'Classroom Rules' poster, a verbal warning should be issued. This non-recorded sanction is to support students in making early corrections to their behaviour. Only one verbal warning can be issued per lesson. The planner should be taken by the teacher.

Where a verbal warning does not lead to an improvement in behaviour, move to Phase 2.

## Phase 1

### **The following do not count as part of the 'Phase' system in lessons:**

- ☐ Late to lesson – if a student arrives late to lesson, issue a comment (L).
- ☐ Equipment – if a student does not have the correct equipment, issue a comment (E). Note, a maximum of 1 E comment should be issued per lesson.
- ☐ Homework – where a student has not completed homework, issue a comment (H).

The success of any behaviour system is directly linked to its consistent and fair application by all members of staff.





# Reset Classroom Sanctions

## PB - Positive Behaviour at Bedale High School

### Removal Room

Where a student is removed from their classroom, they will go to the 'Removal Room'.

Students are required to read in silence in the 'Removal Room'.

Failing 'Removal Room' will lead to a referral being made to the Headteacher to consider a Fixed Term Suspension being issued.



### Phase 5

### Strike 3 & Lesson Removal

Should behaviour not improve, a lesson removal should be requested. Upon collection, the student will be taken to the removal room.

### Phase 4

### Strike 2

Where the first strike has been issued and there remains no improvement in behaviour / another classroom rule has been broken. A second strike should be issued. This should be written on the white board next to the child's name.

### Phase 3

### Strike 1

Where a verbal warning has been issued and the misdemeanour has occurred again, or another classroom rule has been broken, the first strike should be issued. This should be written on the white board next to the child's name.

### Phase 2

### Verbal Warning

Where an action occurs that breaks any of the rules on the 'Classroom Rules' poster, a verbal warning should be issued. This non-recorded sanction is to support students in making early corrections to their behaviour. Only one verbal warning can be issued per lesson.

Where a verbal warning does not lead to an improvement in behaviour, move to Phase 2.

### Phase 1

The success of any behaviour system is directly linked to its consistent and fair application by all members of staff.