



Beths Grammar School

Behaviour, Rewards & Support Policy

1. OVERVIEW

1.1 Beths aims to support, nurture and create young people of character, individuality and diligence with a strong sense of moral purpose who are committed to success both academically and within the wider communities in which they find themselves placed. Beths aims for students to be highly motivated and determined in achieving the very best, show care and compassion for those around them and display the highest levels of respectful and considerate behaviour. This includes travelling to and from school and whenever representing the school either on or off site. The school recognises that much behaviour will take place online and, as such, requires these same high standards of behaviour to be evident when engaging with members of the Beths community online at any time.

1.2 This policy is designed to explain the processes by which the school achieves the above and sets out a framework by which motivation is provided to students and corrective action is taken to help our students develop. It is also intended to provide clear expectations for students and empower parents and carers to work effectively in partnership with the school in achieving common child development objectives. This policy, along with the School Continuous Professional Development (CPD) programme, should help staff in developing the skills required to work effectively with students from a wide range of backgrounds and a wide range of needs.

1.3 This policy is designed to promote the values of the Beths Scholar. We believe that all our young people are scholars and as such should live out our scholarly values of excellence, community and respect, daily.

1.4 This policy applies to KS3 and KS4 only. A separate behaviour policy exists for KS5 as an appendix here and as a separately published policy on the school website.

2.1 BEHAVIOUR

School Rules

2.1 The School Rules are:

- Uphold the scholarly values of excellence, community, and respect.
- Do nothing that will endanger yourself.
- Do nothing that will endanger or inconvenience others.
- Do nothing that will detract from the good reputation of the school.
- Always learn to the best of your ability

Students agree to comply with these rules and Parents/Carers agree to support application of these rules in the Home-School Agreement (see Appendix 1). There is a wide array of operational school rules that lay out the detail for students on how this applies to the many areas of school life.

2.2 Impeccable behaviour will be promoted and encouraged by:

- Excellent working relationships that are based on mutual respect between students and staff.
- High expectations by staff of all students they teach and those in their care.
- Ensuring that the curriculum and teaching methods match and are responsive to students' needs.
- Ensuring that opportunities throughout the school are equal and accessible to all.

- Ensuring that rewards and sanctions are fairly and consistently applied.
- Parents and carers working in partnership with the school.

2.3 The principles from 2.2 will be used in day-to-day contact with our students to engender a communal sense of purpose and pride in the school. The school will seek to promote self-discipline in all students and mutual respect between members of the school community, so that effective learning can take place in a safe and secure environment.

2.4 In accordance with *Behaviour and discipline in schools* (DFE, January 2016) the school may discipline students for:

Misbehaviour when the student is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- 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
- Pose a threat to another student or member of the public
- Could adversely affect the reputation of the school.

2.5 Beths will not tolerate students engaging in criminal behaviour and being charged by the police is considered the most serious breach of the school's rules and is highly likely to result in permanent exclusion. The school is also committed to sharing information with the police when doing so helps reduce anti-social behaviour within the local community.

2.6 Beths students must not use social media to make derogatory posts about other students or members of staff. The posting or sharing of pictures of teachers or other students is strictly forbidden and will be dealt with in line with this policy.

2.7 All students and parents/carers are expected to sign the home/school agreement at the start of their education at Beths Grammar.

Implementation

2.8 Whole-school behaviour is the responsibility of all members of the community. All members are expected to promote positive behaviour and act appropriately when they are aware of negative behaviour.

2.9 Every class teacher has the responsibility for discipline within their lessons. All staff are expected to take action appropriate to the specific nature of the incident, including referring the matter on to other relevant staff, where necessary, for incidents which may occur outside of lessons, including those occurring outside of school.

2.10 Heads of Department have the responsibility for behaviour within their subject lessons and direct departmental areas. They have the lead responsibility for developing behaviour management skills within their teams and support their teachers in applying this policy effectively. Heads of Department may delegate this to Key Stage Leads or Heads of Subject; however, in this instance they then have a duty to support them further in this work.

2.11 Heads of Year have the responsibility for discipline within their year group and through their tutor teams. They are expected to track behaviour and put in place appropriate interventions. They are also expected to set clear expectations and implement this policy in line with the child's developmental needs of their year group.

2.12 SLT Line Managers have the responsibility to support the Head of Department in their role and develop best practice across the areas of the school they line manage.

2.13 Key Stage Managers have the responsibility for discipline across their key stage and supporting Heads of Year. They have the responsibility for ensuring incidents of a serious nature are effectively and fairly dealt with.

2.14 The Headteacher has overall responsibility for discipline within the school and is required to authorise any external exclusion, this includes permanent exclusion and suspension (formerly fixed term exclusion).

Actions following incidents of Negative Behaviour

2.15 During an investigation of an observed or reported incident, it is the school's policy to investigate a matter of student misconduct as swiftly and as thoroughly as possible. This will frequently involve students being invited to write down details of a matter in which they may have some involvement or knowledge.

2.16 When appropriate, a member of staff will contact parents/carers to inform them that the incident has happened, and it will be investigated. As soon as possible after the investigation has been concluded inform the parents/carers of the outcome and, if applicable, explain sanctions which have been applied. The school will only share information relating to incidents that is deemed appropriate to the parents or carers of their specific child.

2.17 In the event of an incident of a serious nature, the parents/carers of both parties should be contacted on the day and again at the conclusion of the investigation, however information will only be shared with parents or carers that is deemed appropriate by the school. They should be told who is dealing with the incident and who to speak to for further information. For safeguarding reasons, it may be necessary for one or more students to be taken out of their normal lesson and break schedule to while an investigation takes place. This is particularly likely in cases of child-on-child abuse.

2.18 The school has no obligation or requirement to negotiate with parents/carers over sanction levels prior to deciding on the action taken - but is responsible for explaining the reasons for the course of action the school has decided on.

2.19 The Behaviour Procedures Flowchart (see below) provides a broad, schematic overview of how the school commonly addresses incidents. However, it might be necessary and appropriate on occasions, to immediately escalate intervention levels to a Senior Staff level, if the nature of the incident is deemed sufficiently serious.

2.20 The school operates an on-call system to support teachers in the rare event that all options within the class and department processes break down. The on-call teacher can be contacted via the Main Reception or via the on call email distribution list.

Sanctions

2.26 Sanctions are a key part of establishing expectations and teaching students about consequences. They will be decided using the behaviour ladder as a reference, though professional judgement is still needed, and the following principles should be adhered to:

- Sanctions should primarily be about changing behaviour and educating the student who has engaged in negative behaviour.
- Sanctions must promote order and take account of the safety of students; this may include taking safeguarding issues into considerations.
- Sanctions must be seen to be fair and applied in a consistent manner.

Journey to school

Students must:

- Travel to school in the safest mode of transport - walking or cycling if possible or via car.
- Students must not travel in large groups.

Arrival in school

- All students, including 6th form must use the Main gate.
- All students must sign in using their lanyard upon entry to the school site
- Students should go straight to their first lesson upon arrival in school and not visit Reception.

Movement around the school

- All corridors are two-way, and students are expected to follow the signage around the school site.
- All members of the school community are expected to behave in a sensible and safe manner when transitioning between lessons.

Arrival in lessons

- Students should enter classrooms patiently and calmly and settle to learning quickly.

Dismissal from School

- Students will be dismissed individually and in a staggered manner to support a safe and sensible exit from the teaching space and the school site
- All students must sign out using their lanyards upon leaving the school site

Toilets

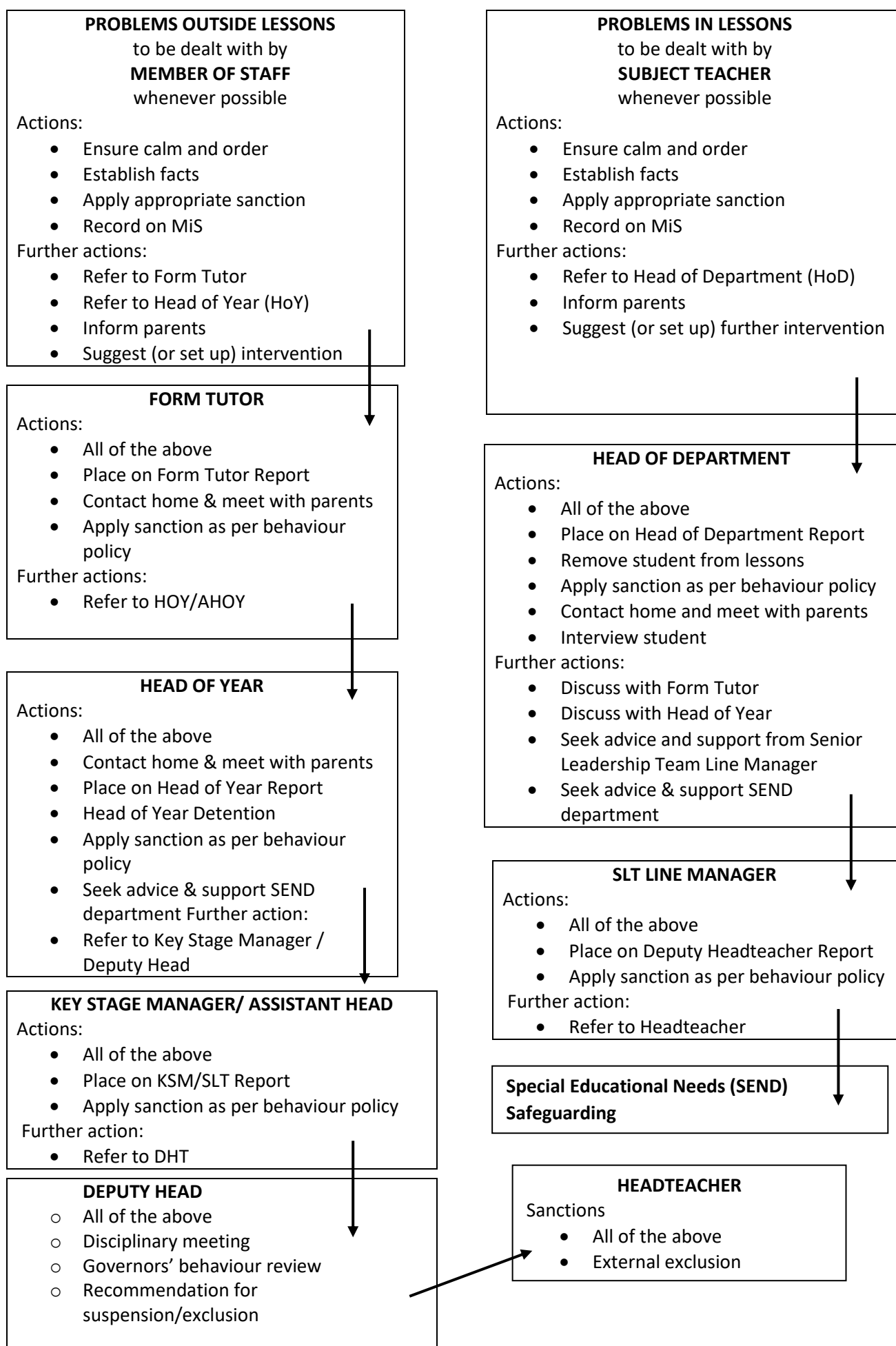
Students are encouraged to use the toilet before leaving the house, however in an emergency a member of staff will allow students to use the toilet. When students leave the classroom, it will be recorded and monitored by appropriate staff to ensure that numbers are kept low, this would usually be the Head of Year. Students with specific medical needs will be issued with a toilet pass.

Mobile Phones

At Beths we publish a separate mobile phone policy on the school website, this policy is written in collaboration with our scholars and recognises that all members of our school community have the emotional maturity, literacy, and respect to be able to allow mobile phone use in school. It is our belief that technology not only empowers young people but can also support and promote learning. As such, mobile phones are not permitted in lessons unless permission is given by the member of staff in charge of the lesson. Mobile phone use is permitted at break or lunchtime; however, such usage is at the owner's risk. School staff are empowered by DFE guidance to seize any prohibited item including a mobile device because of a search as per point 2.32 in this policy.

The specific arrangements around the confiscation of mobile phones are outlined in our separately published mobile phone policy.

BEHAVIOUR PROCEDURES FLOW CHART



Negative Behaviour Ladder

2.27 The following table is intended to support consistency and give a guideline to all staff as to what form of sanction ought to follow from a negative behaviour. This ladder is not intended to remove professional judgement; the principles listed in 2.26 should always be observed (especially taking safeguarding into account when applying sanctions).

	Description of behaviour	Sanction
Level 1	Failure to meet expectations	Verbal warning to correct behaviour given with potential consequences.
Level 2	Repeated failure to meet expectations, despite verbal warning	Contact home via telephone or email and record on school MiS.
Level 3	Continued failure to meet expectations despite warning and contact with parents/carers	Up to 30-minute same day detention and contact home via telephone or email - record on MiS.
Level 4	Verbal abuse to a member of the school community Defiance, including a continued lack of homework, incorrect uniform, or equipment. Repeated disruption to learning. Removal from classroom Low level bullying Repeated failure to follow a reasonable instruction from a member of staff Repeated failure to meet expectations	Up to 60-minute detention – contact home via telephone or email and record on MiS Removal from lessons for a fixed period of time Community exclusion
Level 5	Persistent defiance, including a continued lack of homework, equipment or continued incorrect uniform Truancy from lesson (or severe lateness) Major or persistent verbal abuse to a member of the school community Physically dangerous behaviour Language that could be deemed prejudicial or discriminatory towards another member of the school community. Possession of smoking or vaping paraphernalia	Official letter home (copy to file) Up to 90-minute detention - contact home via telephone or email and record on MiS Community exclusion Parental meeting Internal exclusion Saturday detention

	<p>Smoking or vaping outside of school.</p> <p>Behaviour that brings the school into disrepute</p> <p>Bullying</p> <p>Consistent and repeated disruption of learning</p>	
Level 6	<p>Smoking or vaping on school site</p> <p>Persistent bullying</p> <p>Persistent defiance and refusal to follow a reasonable instruction</p> <p>Physical altercation or fighting</p> <p>Behaviour to intentionally cause harm to another member of the school community</p> <p>Verbal abuse to cause significant distress towards another member of the school community</p> <p>Behaviour in public that brings the school into serious disrepute</p>	<p>Internal exclusion</p> <p>External exclusion (suspension)</p> <p>Saturday detention</p> <p>Disciplinary meeting with parents/carers</p> <p>Pastoral Support Plan (PSP)</p>
Level 7	<p>Physical assault</p> <p>Possession of illegal or banned item or substance</p> <p>Possession of an item with intent to harm</p> <p>Sexualised behaviour</p> <p>Stealing</p> <p>Repeated bullying, despite previous sanctions</p> <p>Issues that threaten the safety or safeguarding of other members of the school community.</p>	<p>Suspension</p> <p>Trustees' behaviour review</p> <p>Permanent exclusion</p>

Students who move beyond level 7 will be permanently excluded at the discretion of the head teacher.

The use of Force to Control or Restrain Students

2.28 In line with DfE Guidance on Use of Reasonable Force (2013) a member of staff may use reasonable force to prevent a student from hurting themselves or others, damaging property or from causing disorder. Use of force rarely is best practice when establishing order and should only be used in exceptional circumstances.

Searching and Confiscation

2.29 In line with DfE Guidance on Searching, Screening and Confiscation (2014), a member of staff may search a student for any item if the student agrees. Staff authorised by the Headteacher may search a student or their possessions, including lockers and mobile devices, **without consent** where there are reasonable grounds that the student may have any of the following prohibited items in their possession:

- Knives or weapons
- Sharp metal items
- Alcohol
- Illegal drugs
- Edibles
- 'Legal highs' including nitrous oxide canisters.
- E-cigarettes
- Stolen items
- Tobacco, cigarette papers, lighters/matches, and any other smoking paraphernalia
- Fireworks
- Pornographic images
- Inappropriate material on a mobile phone intended to bully or cause harm
- Where the safeguarding of the school community is compromised by the action of the student
- Any article that the member of staff reasonably suspects has been, or is likely to be used:
 - i) to commit an offence
 - ii) to cause personal injury to any person (including the student), or damage to property
 - iii) to threaten another person

2.30 Possession of any of the prohibited items (as listed above) or attempting to obtain them, is a very serious matter: consequently, incidents of this nature merit consideration of suspension or permanent exclusion.

2.31 In the case of any item being used to commit an offence, to injure another person, or to threaten injury to another person, the sanction is likely to be permanent exclusion.

Confiscation

2.32 School staff are empowered by DfE guidance to seize any prohibited item including a mobile device found because of a search. School staff may also seize any item, regardless of how it has been found, which they consider harmful or detrimental to school discipline.

What a student should do if they feel they have been treated unreasonably by a member of staff?

2.33 If a student feels that they have been treated unreasonably by a member of staff, they should discuss the matter with an appropriate member of staff, e.g. their Form Tutor, Head of Year or a member of the Senior Leadership Team. Such matters will be taken seriously, and the school will seek to resolve issues fairly.

Malicious accusations against school staff

2.34 In cases where students are found to have made malicious accusations against school staff, the consequences will be serious and may involve External Exclusion (Suspension or Permanent at the Headteacher's discretion).

Reconciliation Meetings

2.35 Where issues have arisen between students or between a student and a member of staff, Reconciliation Meetings may be used. These will be led by an appropriate member of staff and parents/carers may be invited to attend, if deemed appropriate by the leading member of staff. The objective is to resolve issues, to move forward and promote harmony among members of the school community.

Reporting and Monitoring - Report Cards

2.36 Reports Cards are used:

- To support a student in the management of their behaviour/work and thereby raise achievement and expectation

2.37 Report Cards should:

- be viewed as being supportive rather than punitive
- identify areas of specific behaviour requiring improvement
- set achievable and measurable short-term improvement targets (SMART targets)
- provide individual, focussed contact with an appropriate member of staff
- reinforce and support the Home-School Agreement
- facilitate a link to the Academic Tutoring process
- facilitate a support link to the Student Premium Mentoring process, where applicable
- be passed to the Head of Year on completion, for review and file reference purposes.

2.38 Report Cards are used in the following ways:

Type of Report Card	Used for Monitoring:
Form Tutor	<ul style="list-style-type: none">○ behaviour, following complaints from one or more subjects○ levels of attainment, following concerns in one or more subjects○ punctuality
Head of Department (Subject Specific)	<ul style="list-style-type: none">○ persistently poor behaviour in lessons○ persistently poor levels of attainment in lessons○ students who have been given an unacceptable number of detentions in a subject area○ returning students who have been removed to a lesson
Head of Year (Strategic)	<ul style="list-style-type: none">○ persistently poor behaviour○ persistently poor levels of attainment in more than one subject○ students returning from a period of either Internal or External exclusion
SLT Line Manager	<ul style="list-style-type: none">○ students who have not responded positively to Head of Year or Head of Department Report
Deputy Head	<ul style="list-style-type: none">○ students who have not responded positively to Head of Year or Head of Department Report

2.39 Parents/Carers should always be informed when a student has been placed on report and the reason for this, by the person initiating the report. Whilst on report students must:

- present the Report Card to the teacher at the start of the lesson
- endeavour to meet all targets set on the Report Card in every lesson
- meet with the teacher they are on report to at the end of each day for monitoring and feedback advice
- ensure the report card is signed by parents/carers each day (it is the student's responsibility to ensure this occurs)
- ensure comments from parents/carers and their own comments are recorded on the back page of the Report Card after each of the five days on report and/or when they are about to come off report
- respect and not deface in any way the Report Card and ensure that it is brought into school every day, during the period they are under report

Reporting and Monitoring – Recording on school MiS

2.40 All incidents of level 2+ must be recorded on the school MiS, both positive and negative.

2.41 The purpose of recording on the school MiS is to enable Form Tutors, Parents, Heads of Department, Heads of Year, Senior Leadership Team any other key professionals to track behaviour and work more effectively. **Logging in incident on the school MiS is not a sanction in its own right - teachers must apply sanctions as per the behaviour policy when incidents of negative behaviour occur**

2.42 On the school MiS the report should be brief, factual and not include the names of other students. Parents are entitled to see report on MiS and the highest standards of professional language must be used at all times

2.43 If an incident report requires significant detail or is being referred to another teacher, then an e-mail which complies with GDPR should be sent in addition to the MiS write up with a full account of what has happened, and actions taken so far.

2.44 In the event that an incident is referred, the teacher taking the referral should amend the original MiS entry once the incident has been fully resolved.

2.45 All accounts of incident either made on MiS or by e-mail should describe the events – they must avoid personal comments or comments about the nature of the teaching group in general and must not include any references to a teacher's emotional state, following an incident.

2.46 E-mails about an incident should comply with GDPR and be sent to the person responsible for taking the referral, according to the behaviour policy. However, other key professionals should be copied in as appropriate such as KSM, HOD, SLT etc.

Detentions

2.47 Prior to detentions being issued, the following strategies should be adopted to manage a student's behaviour or achievements:

- discussion with the student about the reasons for concern(s)
- reinforce expectations for behaviour, work and achievements
- setting achievable and measurable short-term targets

2.48 **If a member of staff issues a KS3 or KS4 detention longer than 30 minutes, they must give at least 24 hours' notice either in writing, via email or by phone.** The following types of detention may be applied:

Detention Type	Duration	Reasons
On the day	up to 30 minutes	L1-3 behaviour
Individual staff detention	Up to 60 minutes	L3 – L5
Key stage Detention	Up to 1.5 hours	L4 - L5
SLT (Senior leadership Team) Detention	Up to 2 hours	L5 – L6
Saturday Detention	Up to 3 hours	L5 – L6
Staff Only Day Detention	Up to 6 hours	L6 – L7
Late to school Detention	30 minutes 45 Minutes 1 hour	3 Lates in one term 6 or more Lates in one term 9 or more Lates in one term

Note: students must attend Saturday Detentions and Staff Only Day Detentions in full school uniform.

Referral to the Special Educational Needs Department (SEND) Department

2.49 A student may be removed from certain lessons for a period of time and referred to the SEND Department who will work with them on strategies to improve their behaviour.

Exclusions

2.50 For serious forms of misbehaviour (as an alternative to the detention system, at the discretion of the school) a part day internal exclusion will sometimes apply. However, for more serious incidents of misbehaviour, including possession of items listed at paragraph 1.6 above, or where other sanctions have not brought about the desired improvement in behaviour, a full day internal exclusion, community exclusion or external exclusion may apply. The school will inform parents/carers as appropriate once decisions have been carefully made.

Part Day Internal Exclusion

2.51 A student may be internally excluded for a period of time from specific lessons, and/or at Break and Lunch times. The decision to internally exclude will be made by Key Stage Manager/ Deputy Head, after consulting with the relevant Head of Year and/or Heads of Department, as appropriate.

Community Exclusion

2.52 A student may be given a school 'Community Exclusion' for one or more days. On these days, the student will attend all lessons as normal, but will be internally excluded at both Break and Lunch times. In addition, the student will be required to report to the main reception at 8.00am and remain on school site at the end of the school day until up to an hour has been served. Between 8.00am and 8.45am and after school he/she will undertake Community Service delegated duties, such as litter picking and other reasonable and safe tasks around the school site. The decision to issue a Community Exclusion will be made by the relevant Key Stage Manager, consulting with the student's Head of Year and other appropriate staff. Governors are informed of Community Exclusions and regularly monitor this data.

Full Day Internal Exclusion

2.53 A student may be internally excluded for 1-5 full days for more serious incidents or persistent misbehaviour occurring either in or out of lesson times, or on or off the school site. The decision to issue an Internal Exclusion will be made by the Key Stage Manager/ Deputy Head after consulting with the Head of Year and other appropriate staff. When Internally Excluded, students are placed in an area away from other students. While in isolation they will be supervised by a member of staff and will be expected to use their time productively in study. At the discretion of the relevant Head of Year and Key Stage Manager, on selected occasions where a persistent pattern of inappropriate conduct is noted in a student, parents/carers may be invited into school for a behaviour review meeting, at which additional strategies and support may be explored and/or activated. Governors are informed of Full Day Internal Exclusions and regularly monitor this data.

External Exclusion (Suspension)

2.54 A student may be externally excluded for one or more days. The decision to externally exclude is the Headteacher's responsibility. This may be linked with other sanctions in order to form a combined sanction, if deemed appropriate. The decision to exclude a student and the associated procedures followed, are in accordance with the current DfE Guidance on Exclusion from Schools. All external exclusions are reported to the Governors who regularly monitor this data. External exclusions are also reported to Bexley Local Authority.

Permanent Exclusion

2.55 In the most serious and exceptional cases, a student may be permanently excluded by the Headteacher. The decision to permanently exclude a student, and the associated procedures followed, are in accordance with the current DfE Guidance on Exclusion from Schools. All permanent exclusions are reported to the Governors who regularly monitor this data. Permanent exclusions are also reported to Bexley Local Authority.

Representations

2.56 Parents/Carers have a right to make representations to the Chair of the Governing Body about the Headteacher's external / permanent exclusion decision. A panel made of members of the Governing Body will consider any such representations made by parents/carers. However, in the cases of exclusions of five days or fewer, they do not have the power to overturn the Headteacher's decision. The only exceptions to this are if the exclusion will result in the student missing a public exam, or if previous exclusions in the same school term mean the student would be excluded for more than five days in that term.

3.REWARDS

Aims

3.1 Beths Grammar School is a beacon of academic excellence. It is firmly believed that all students respond to encouragement irrespective of their ability. At Beths we believe that **excellence is not an accident but rather the outcome of hard work, commitment and persistent effort.**

3.2 The school is founded on the principles of flair, self-discipline and academic rigour. Through the rewards system we seek to recognise and promote academic scholarship and personal achievement in every student. Therefore, a variety of means are used to encourage and reward a student (or group of students) when they have done something which meets or exceeds their own expectations and the expectations of the school. This may refer to effort or achievement and be for academic work, progress, for involvement and successes in extra-curricular activities, for meeting personal goals or for displaying a commitment to the school values through an excellent contribution to the life of the school.

3.3 Beths Grammar School sets very high expectations and our students thrive in an environment where their achievements and efforts are recognised. The competitive spirit through the house system and a persistent culture of excellence and high aspirations is the real heartbeat to life at Beths.

Such efforts or achievement is acknowledged by encouraging students in the following ways:

Verbal and Written Encouragement

3.4 Staff will actively look for opportunities to congratulate students for good quality work and, where appropriate, make a written comment on a postcard, exercise book, coursework, folder, etc. The use of marks and grades give an indication to the student of the quality of their work and will reflect the effort the student has put into their studies.

Scholar Points (Commendations)

3.5 Scholar points are used to reward students' behaviour and hard work. Teaching staff may, at their discretion, award commendations to students who have:

- Conducted themselves in a manner worthy of recognition
- Demonstrated clear commitment to the ethos and values of the school
- Produced high quality work which is worthy of recognition
- Positively supported or assisted any member of the Beths community (staff and fellow students).

Beths Scholar Certificates

3.6 Beths Scholar certificates will be awarded and presented once a student has gained 50, 100 and 150 commendations. These certificates will be colour coded (50 = bronze, 100 = silver and 150 = gold) and will be awarded at year-group assemblies. After 250 commendations have been received (i.e. 3 x 30) a Headteacher's Special Award will be made.

House Points

3.7 Students can earn House Points for every 5 Commendations they receive. Every 5 Commendations will equate to 3 House Points. These will be awarded every Half-Term. The form with the highest commendations (in each year group) will receive an additional 10 House Points.

3.8 House points are also awarded for large whole school events, such as sports day. Students can also earn house points for their contributions to charities and work within the wider community.

3.9 At the end of every school year the winning house will be awarded the “James Skinner House Trophy”. This will be displayed in the Main School Reception and will sport a coloured ribbon representing the winning House.

3.10 Various sporting and inter house competitions run throughout the year. Students are encouraged to participate in events to support their own House.

3.11 House Assemblies are held throughout the year to inform students of house achievements and discuss strategies to further improve the house reputation.

3.12 The school actively encourages healthy competition and promotes students to partake in extra-curricular activities in order to support student positive mental health and well-being.

Praise Postcards

3.13 A student can receive a praise postcard from a member of staff in recognition for excellent performance, good attainment, noted improved effort, progress and endeavour. This can be done via the Main School Reception or by handing to the student.

3.14 When a student exemplifies the school’s values in a notable manner a praise postcard should be sent home.

Subject Certificates

3.15 Individual subject departments may issue their own certificates in recognition of students who have performed exceptionally well or who have shown great improvement in that particular subject.

School Reports

3.16 Three reports are issued to parents every academic year. Subject teachers will report not only on attainment but also for “Attitude to Learning” and “Quality of Homework”.

3.17 In addition to the two interim reports, parents will also receive one “Full Report” in which each subject teacher will, where possible, provide positive comments about each student’s effort and attainment and provide constructive advice as to how improvement may be achieved. Form Tutors will give a written comment and will praise students where excellence is evidently displayed across all subjects.

General Excellence Awards

3.18 Heads of Years will analyse the attitude to learning and quality of homework grades for their respective year group on the publication of the three academic reports issues to students and parents throughout the academic year. Students with the highest aggregate marks for attitude to learning and quality of homework grades will receive a “General Excellence Certificate” from their Head of Year in recognition for their exceptional performance in all of their subjects across the board and their evident commitment to their studies and academic scholarship.

3.19 These certificates will be presented to the students by their Head of Year in their year group assembly once the reports have been issued.

3.20 Parents will receive a personal letter from their son’s Head of Year to congratulate them on their son’s excellent achievements and notify them that he has been successful in achieving a General Excellence Award.

3.21 The most improved student in every form will also be awarded a certificate in recognition for their improvement in effort.

Headteacher's Commendation

- 3.22 The Headteacher's commendation is recognition from the Headteacher and is used:
- To acknowledge a single piece of high-quality work or a specific achievement (primarily academic).
 - To recognise an extraordinary co-curricular or community contribution.
 - To recognise the improved effort and achievement of those who are not normally found to be 'top of the class'.
 - Each Headteacher's Commendation also carries a 'bonus' award of 3 House Points.
 - The Headteacher will consult with the Heads of Year and subject staff and ask for nominations towards the end of every term. Staff will submit a particular piece of work or make a personal representation. A certificate is presented at the end of term assembly. A list of winners will be included in the annual Presentation Evening programme and will also appear on the school website.

School Prizes

3.23 Subject prizes and a range of other special prizes are awarded at the school's annual Presentation Evening. These awards are given for achievement (academic and extra-curricular), effort and outstanding service to the school.

School Colours

3.24 School Colours are awarded for excellence in extra-curricular activities (only), including (but not limited to) sport, music, drama and art. Colours may be awarded to students who participate in appropriate activities at County level or above if these activities are not offered in the school's extra-curricular provision.

3.25 When Colours are awarded, the student receives a badge or tie (see below) and a certificate.

3.26 School Colours will be awarded as follows:

- KS3: Silver blazer badge
- KS4: Gold blazer badge (or silver tie if the colours are awarded in April of Year 11)
- KS5: Enamel pin badge

3.27 If further Colours are awarded to a student when they are in the same Key Stage, they will receive an additional certificate, but not an additional tie or badge. However, if a student is awarded Colours higher up the school, having been awarded Colours in a lower key stage, they will receive a certificate and the appropriate KS4 or KS5 badge or tie for the first award of Colours in that higher Key Stage, after which the 'certificate only' rule will apply.

3.28 Colours may be awarded at any point of a student's schooling at Beths, but awards are usually made:

- at the end of term
- when a student is in Year 8, 10 or 12

3.29 Students in Year 7 are usually considered for Colours only in July of that year (though exceptions may be made). Colours are normally awarded to a student in Year 7 only if he has excelled in multiple extra-curricular activities.

3.30 The following criteria will apply to the award of Colours:

- The student's performance in the relevant extra-curricular activity is of a level that may be judged to be excellent (or the student may perform at a high level in several relevant extra-curricular activities).
- The student demonstrates attitudes and behaviour when engaged in the relevant activity/activities that are commensurate with the ethos and expectations of Beths Grammar School and thus promotes its reputation.
- The student demonstrates highly positive effort, attitudes and behaviour when engaged in the curricular subject associated with the relevant activity/activities.
- The student demonstrates attitudes and behaviour in all aspects of school life that are commensurate with the ethos and expectations of Beths Grammar School: they are a positive role model for other students in the school.

Honours Ties

3.31 Ties, honours badges and certificates are awarded to students who have demonstrated **a sustained and significant commitment to serving the school and/or wider community** on a regular basis over an extended period (i.e. at least a once weekly commitment for a minimum of a term).

3.32 Recipients will usually be in the top two years of the middle school, but exceptions may be granted at the Key Stage Manager's discretion.

3.33 Recipients of the Honours Ties will have their names published in the annual Presentation Events programme.

Student Leadership

3.34 Promotion to Student Leadership is the highest achievement a student should aspire to at Beths. As the School promotes excellence in Leadership Skills, we actively encourage students to have such formal leadership roles within the school.

3.35 Formal School Student Leadership take the following forms:

- **Form Sports Captain** (and Deputy) (Year 7-11)
- **An elected Member of the Student Year Council** (2 reps per form) (Year 7-13)
- **Junior Prefects** (Years 10 and 11 only)
- **Senior Prefects** (Year 12 and 13 only)
- **House Captains** (6th Form only)
- **Deputy Head Prefect** (Year 13 only)
- **Head Prefects** (two students from Year 13)

3.36 Staff and students will nominate students for these roles based on merit and evidence of their ability to conduct the roles in the most efficient and effective manner. More information about the Prefect selection process can be found in the Sixth Form Handbook, located on the school website.

3.37 All staff at Beths actively encourages students upon entry to the school to aspire to these roles and give a positive contribution to the wider life of the school.

3.38 Where a student receives a formal appointment to Student Leadership, they will be presented with an appropriate badge to represent that responsibility.

3.39 Student achievement is celebrated and reported to parents throughout the school year. Where formal recognition takes place, the school may publish photos and commentaries on the school blog through the school website.

Positive behaviour ladder - level 2-7 recorded on MiS

3.40 This ladder recognises that positive behaviour of note is of varying degrees and needs to be encouraged at all levels across the school. The ladder does not replace professional judgement. However, it provides a guide for new staff. Well-behaved students who are following the school rules should expect regular recognition for this and all staff should have systems in place for regularly rewarding students using scholar points (all levels), scholar postcards (L3) and department rewards (L4). All staff should be aware of the higher-level rewards so that they can nominate and use them to motivate the most diligent Beths students.

Level 1	Good effort High levels of engagement Helping someone in class	Verbal praise 1 scholar point (1 commendation)
Level 2	Good verbal contribution Good written contribution Persistent good effort	2 scholar points (2 commendations) Positive phone call home
Level 3	Excellent effort Excellent verbal contribution Excellent written contribution Persistent excellent effort	Positive phone call home Scholar postcard 3 scholar points (3 commendations)
Level 4	Overcoming a challenge Excellent leadership skills Excellent work in accessing super curriculum	Department prize General excellence awards 4 scholar points (4 commendations)
Level 5	Excellence in leadership Excellence in thirst for knowledge Excellent contribution to extra-curricular	Colours Headteacher's Commendation 5 scholar points (5 commendations)
Level 6	Noteworthy contribution to school or local community Excellent contribution to the wider community An excellent role model to others	Nomination for Jack Petchey Honours Nomination for an academic award 6 scholar points (6 commendations)
Level 7	Noteworthy contribution to local or national community Continued excellence in any of the above	Celebration at Awards evening Nomination to Bexley Civic Awards or national award 7 scholar points (7 commendations)

4. SUPPORT

4.1 The school acknowledges its legal duties under the Equality Act 2010 in respect of students with special educational needs, disabilities and protected characteristics.

4.2 The Special Educational Needs Department (SEND) Department supports students with a wide range of individual needs, which could encroach in a negative way on their academic progress or emotional well-being, if not supported appropriately. Students with specific learning difficulties can receive individual support in and out of the classroom and this provision is overseen and organised by the school's Special Educational Needs & Disability Coordinator (SENDCO).

4.3 Staff who have concerns, or who may require support, should discuss possible referrals with the relevant Heads of Department and Heads of Year. Formal action will be taken when the SEND Referral Form has been completed (see Appendix 2).

4.4 The following types of support may be offered, based on the individual circumstances, and needs of the student:

- Individual help, both in and outside of the classroom
- Help for students with ASD, ADHD, emotional or behavioural issues
- Time-out cards that provide a specific place for students to go when they feel deregulated
- Academic monitoring of a selected group of students who may be at risk of not achieving their full potential
- Mentors, including the use of peer mentors, who work with students
- Liaison with outside agencies who can provide further support (usually triggered by an Early Help referral)
- Removal of students from lessons for behavioural or academic support reasons, for an extended period of time, when it proves beneficial to the student, member of staff and other class members
- Counselling provided to students who have been referred
- Recommending, and then organising, timetable reductions and supervision from lessons.
- Referrals to appropriate external agencies

5. SAFEGUARDING

5.1 The school acknowledges its legal duties in respect of safeguarding: see the school's Safeguarding and Child Protection Policy for details.

6. REVIEW

6.1 Review should be a regular feature of meetings at all levels of school management and leadership. The application of this policy should therefore be reviewed annually by the Headteacher and Senior Leadership Team. This will provide an opportunity to consider other associated developments and initiatives.

*Reviewed Spring 2025
Next scheduled review date: Spring 2026*

This is an agreement between the student, the student's parents/carers and the school

Together we expect that the student will:

- comply with school rules and attend school regularly and punctually
- wear school uniform and be tidy in appearance
- bring all the equipment needed for lessons each day
- complete all class work and homework to the best of their ability and on time
- use www.showmyhomework.co.uk (KS3/4) and/or Teams (KS3-KS5)
- ensure all letters and communication between the School and home are delivered and read
- take responsibility for their own academic achievement
- discuss any problems they may have with a member of staff, prefect or mentor
- be polite and respectful to all other people and their property
- respect the school's environment, equipment and property
- take responsibility for their own behaviour, both in school and on the way to and from school
- use digital technology responsibly, never posting on-line pictures of any other member(s) of the school community without their express permission; never making negative comments on-line about any other member(s) of the school community, even within closed groups

Together we expect that the parents/carers will:

- support the application of school rules and policies (available on the school website www.beths.bexley.sch.uk)
- support the school's Behaviour, Rewards and Support Policy and procedures for ensuring good behaviour both within and outside school
- see that their son/daughter attends school regularly and punctually, wearing school uniform and is properly equipped for the day's lessons
- inform the school on the first morning when their son/daughter is absent and provide a letter on their return
- support fully Bexley's attendance strategy by not arranging holidays during term time
- support their son's/daughter's achievements
- offer support with homework and ensure their son/daughter completes it on time using www.showmyhomework.co.uk
- make every effort to attend parent/carer progress report evenings and other information sessions
- make the School aware of any concerns or problems that might affect their son's/daughter's work or behaviour and of any other changes in home circumstances, e.g.: change of address, telephone numbers, etc
- take an interest in the life of the School and support their son/daughter in the activities they undertake
- take full responsibility for monitoring their child's online activity and social media to ensure their child is safe and not involved in any online bullying

Together we expect that the School will:

- care for their educational, social and emotional well-being whilst at school
- ensure their safety in a well-disciplined environment
- support him/her to reach their full potential by achieving high standards of work and meeting the targets set by the school
- provide a well-taught, balanced curriculum to meet their individual needs
- set and mark promptly, regular and appropriate homework recording it on www.showmyhomework.co.uk
- develop relationships between staff and the student based on mutual respect and understanding of their value in the school's community
- develop him/her as a whole person by giving him/her responsibilities as appropriate and preparing him/her for adult life

- help him/her to make informed choices for future studies and career paths
- be receptive and welcoming, to listen to concerns and to offer opportunities to become involved in the life of the school
- make the parents/carers aware as soon as possible of any problems or concerns that might be affecting their work or behaviour
- keep parents/carers informed about general school matters and provide, at least termly, reports about their progress
- act to prevent online bullying between members of the school community and will inform the police of any illegal activity of which it is made aware, including the sharing of indecent images.

Parental Statement on the use of physical force and the school's statutory duty

As a parent/carer I understand that I am responsible for disciplining my children or those under my care when they are not in school. I fully understand and am aware that the use of physical force in disciplining them may be illegal in certain circumstances. This may include where an implement has been used, where the use of that force has resulted in injury and the use of prolonged physical stress positions (this is where children are placed in a position of discomfort for a long period of time). I understand that in these circumstances the school has a statutory duty to report such incidents to Children's Social Care and that the police may be asked to investigate.

Should you want further information on statutory guidance and legislation please see our Safeguarding and Child Protection Policy available on the school's website.

Student's Name:
.....

Signature:

Parent/Carer's Name:
.....

Signature:

Headteacher: Mr R Blyghton
.....

Signature:

Beths Grammar School

SEND DEPARTMENT
REFERRAL FORM

NAME: _____ FORM: _____

HEAD OF YEAR: _____ FORM TUTOR: _____

REASON FOR REFERRAL (Please tick)

Communication and Interaction	
Cognition and Learning	
Social, emotional, and mental health difficulties	
Sensory and Physical	
Other (please specify)	

SUMMARY OF CONCERNS – Include information from round robin

What are your main concerns?	What are the parental or scholar's concerns?
What advice has been given to the parent or scholar so far?	

WHAT HAS BEEN TRIED SO FAR

Adapted classroom practice and use of resources	Interventions
Impact of this	Impact of this

SUPPORTING DOCUMENTATION Please attach evidence of action taken by subject staff/Head of Dept/Head of Year

RELEVANT ADDITIONAL INFORMATION

--

REFERRED BY: _____

DATE: _____

SENCO to Complete

Received by SENCO on _____

Advice given	Actions to be taken
To be followed up by _____	
Deadline _____	

Meeting Behaviour Standards in the Sixth Form**1. OVERVIEW**

This appendix to the main behaviour policy applies to all students within the Sixth Form, regardless of age. The main values and principles of the main policy apply, this simply provides age-appropriate guidance.

Our Sixth Form students are role models to all our students, as well as being our ambassadors within the local and wider community. As such, we expect their behaviour and conduct to be of the highest standard at all times.

1.1 The main areas of negative behaviour in the 6th Form are:

- Unauthorised absence
- Poor punctuality
- Non-completion of home-learning

1.2 We encourage staff to follow-up with their own sanction to improve these behaviours that are modelled on the human resources practice that students will soon face in the world of work.

1.3 In the event that any of these triggers are met a letter is sent home. If the trigger continues to be met after 3 weeks, a further letter is sent to request a meeting in school. If there is still not an improvement, then a final warning is issued with a second meeting convened by the Key Stage Manager. Failure to significantly improve following a final warning will lead to exclusion on the grounds of failure to meet the Sixth Form Behaviour standards. A Final Warning will give a clear target and time frame in which it must be met and remains valid for at least two full terms.

1.4 The initial letter will be sent home by a Head of Year or Assistant Head of Year. The meeting will be held with the Head of Year.

1.5 The minimum standards for the Sixth Form attendance are:

- No more than 5% unauthorised absence
- No more than 3 lates per half term

Where attendance does not meet these thresholds then the school will follow up in accordance with our attendance policy. Lateness and punctuality at lesson level is monitored by the class teacher, however attendance and punctuality more widely are monitored by the 6th form pastoral team.

2. 1 BEHAVIOUR**School Rules**

2.1 The School Rules for the sixth form are consistent with the main school behaviour policy:

- Uphold the scholarly values of excellence, community, and respect.
- Do nothing that will endanger yourself.
- Do nothing that will endanger or inconvenience others.
- Do nothing that will detract from the good reputation of the school.
- Always learn to the best of your ability

2.2 Impeccable behaviour will be promoted and encouraged by:

- Excellent working relationships that are based on mutual respect between students and staff.

- High expectations by staff of all students they teach and those in their care.
- Ensuring that the curriculum and teaching methods match and are responsive to students' needs.
- Ensuring that opportunities throughout the school are equal and accessible to all.
- Ensuring that rewards and sanctions are fairly and consistently applied.
- Parents and carers working in partnership with the school.

2.3 The principles from 2.2 will be used in day-to-day contact with our students to engender a communal sense of purpose and pride in the school. The school will seek to promote self-discipline in all students and mutual respect between members of the school, so that effective learning can take place in a safe and secure environment.

2.4 In accordance with *Behaviour and discipline in schools* (DFE, January 2016) the school may discipline students for:

Misbehaviour when the student is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- 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
- Pose a threat to another student or member of the public
- Could adversely affect the reputation of the school.

2.5 Beths will not tolerate students engaging in criminal behaviour and being charged by the police is considered the most serious breach of the school's rules and is highly likely to result in permanent exclusion. The school is also committed to sharing information with the police when doing so helps reduce anti-social behaviour within the local community.

2.6 Beths students must not use social media to make derogatory posts about other students or members of staff. The posting or sharing of pictures of teachers or other students is strictly forbidden. Any such misbehaviour will be followed up in line with this policy.

2.7 All students and parents/carers are expected to sign the home/school agreement at the start of their education at Beths Grammar.

Implementation

2.8 Whole-school behaviour is the responsibility of all members of the community. All members are expected to promote positive behaviour and act appropriately when they are aware of negative behaviour.

2.9 Every class teacher has the responsibility for discipline within their lessons. All staff are expected to take action appropriate to the specific nature of the incident, including referring the matter on to other relevant staff, where necessary, for incidents which may occur outside of lessons, including those occurring outside of school.

2.10 Heads of Department have the responsibility for behaviour within their subject lessons and direct departmental areas. They have the lead responsibility for developing behaviour management skills within their teams and support their teachers in applying this policy effectively. Heads of Department may delegate this to Key Stage Co-ordinators or Heads of Subject; however, in this instance they then have a duty to support them further in this work.

2.11 Heads of Year 12 and 13 have the responsibility for discipline within their year group and through their tutor teams. They are expected to track behaviour and put in place appropriate interventions.

They are also expected to set clear expectations and implement this policy in line with the child's developmental needs of their year group. They are supported by the Assistant Heads of Year.

2.12 SLT Line Managers have the responsibility to support the Head of Department in their role and develop best practice across the areas of the school they line manage.

2.13 The Key Stage Manager KS5 will have the responsibility for discipline across the 6th form will be supported by Heads of Year 12 and 13 in doing so. They have the responsibility for ensuring incidents of a serious nature are effectively and fairly dealt with.

2.14 The Headteacher has overall responsibility for discipline within the school and is required to authorise any external exclusion.

Actions following incidents of Negative Behaviour

2.15 During an investigation of an observed or reported incident, it is the school's policy to investigate a matter of student misconduct as swiftly and as thoroughly as reasonably possible. This will frequently involve students being invited to write down details of a matter in which they may have some involvement or knowledge.

2.16 When appropriate, a member of staff will contact parents/carers to inform them that the incident has happened, and it will be investigated. As soon as possible after the investigation has been concluded inform the parents/carers of the outcome and, if applicable, explain sanctions which have been applied. The school will only communicate information that is GDPR compliant and appropriate to be shared with parents. As such, parents or carers will only receive information that is appropriate to their specific child.

2.17 In the event of an incident of a serious nature, the parents/carers of both parties should be contacted on the day and again at the conclusion of the investigation. They should be told who is dealing with the incident and who to speak to for further information. For safeguarding reasons it may be necessary for one or more students to be taken out of their normal lesson and break schedule to while an investigation takes place. This is particularly likely in cases of child-on-child (or peer on peer) abuse.

2.18 The school has no obligation or requirement to negotiate with parents/carers over sanction levels prior to deciding on the action taken - but is responsible for explaining the reasons for the course of action the school has decided on.

2.19 The Behaviour Procedures Flowchart (see below) provides a broad, schematic overview of how the school commonly addresses incidents. However, it might be necessary and appropriate on occasions, to immediately escalate intervention levels to a Senior Staff level, if the nature of the incident is deemed sufficiently serious.

2.20 The school operates an on-call system to support teachers in the event that all options within the class and department break down. The on-call teacher can be contacted via the Main Reception.

Sanctions

2.26 Sanctions are a key part of establishing expectations and teaching students about consequences. They will be decided using the behaviour ladder as a reference, though professional judgement is still needed, and the following principles should be adhered to:

- Sanctions should primarily be about changing behaviour and educating the student who has engaged in negative behaviour.

- Sanctions must promote order and take account of the safety of students; this may include taking safeguarding issues into considerations.
- Sanctions must be seen to be fair and applied in a consistent manner.

Journey to school

Students must:

- Travel to school in the safest mode of transport - walking or cycling if possible or via car.
- Students must not travel in large groups.

Arrival in school

- 6th form must use the Main gate.
- All 6th formers must sign in using their lanyards. This is a vital safeguarding requirement and as such must be adhered to.
- 6th formers should then make their way to form or their first lesson as appropriate and avoid gathering during lesson transition times.
- Where Sixth Form students have driven to school, they must ensure that they have parked in such a way as to not obstruct driveways or other road users. In the event of complaints regarding car-use and parking we will advise the complainants to contact police or Bexley Council.

Movement around the school

- All members of the school community are expected to behave in a sensible and safe manner when transitioning between lessons.
- When moving around the school, 6th form students should be mindful that students in the lower school are learning in classrooms. As such, 6th form students should make every effort to avoid disturbing the learning of others. Students found to be disturbing the learning of others without due regard for their right to a high-quality education will be dealt with in line with this policy.

Arrival in lessons

- Students should enter classrooms patiently and calmly and settle to learning quickly.
- Students should arrive to lessons on time, failure to do so will be followed up by the member of staff leading the lesson, however, persistent lateness and punctuality will be followed up by the 6th form pastoral team.

Leaving the school site during the school day

- Sixth form students are given the privilege and trust to be allowed to leave the school site at lunchtime when they do not have a timetabled session 3.
- Students **must sign in and out** every time they leave the school site. Persistent failure to do this could result in this privilege being removed for that student or similar sanction in line with our behaviour policy.
- Conduct while off-site must be exemplary, demonstrating respect for our neighbours and the local community.

Dismissal from School

- 6th formers will be dismissed in a manner to support a safe and sensible exit from the teaching space and the school site.

Toilets

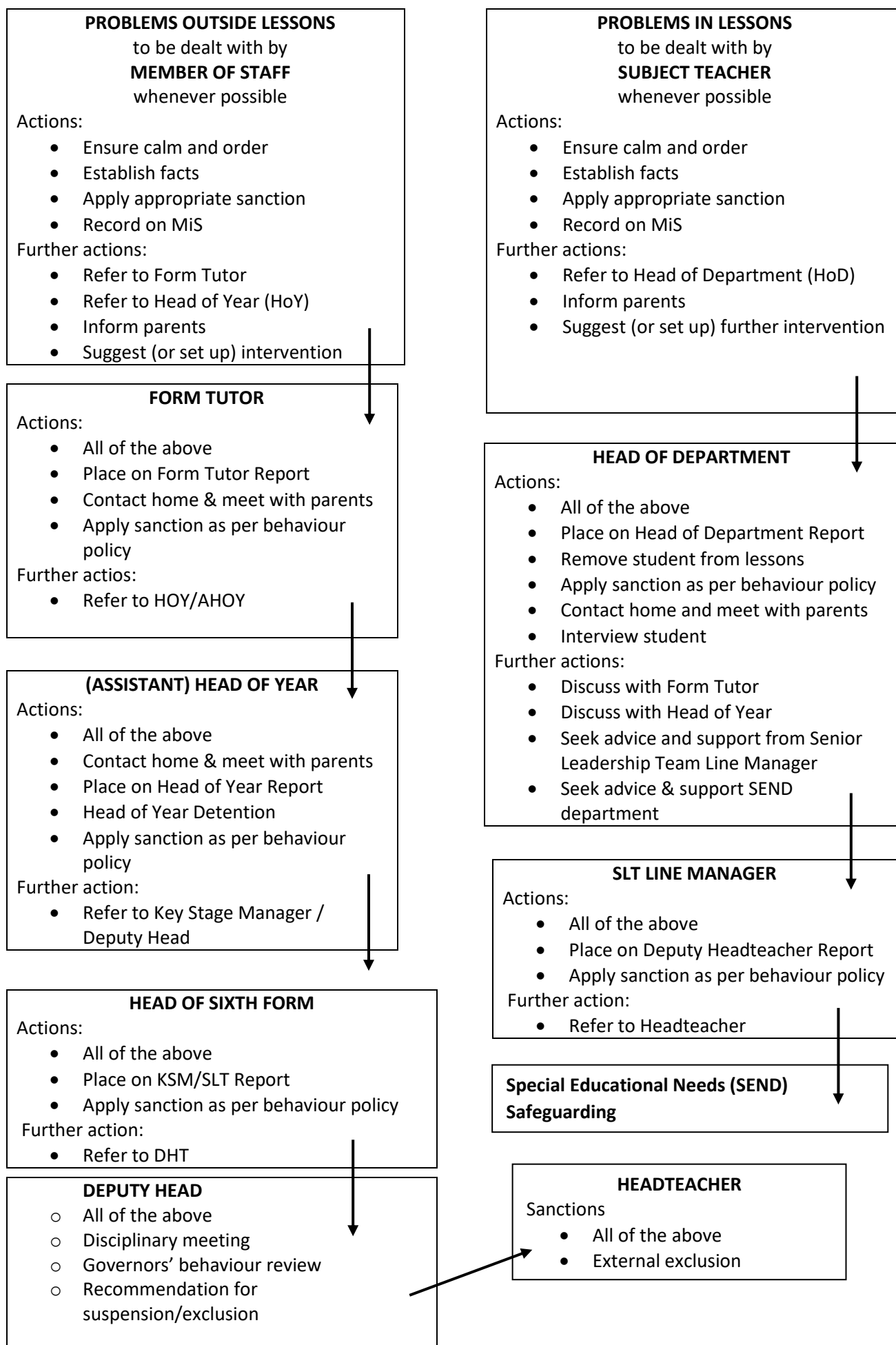
Students should only use toilet facilities at break and lunchtime, minimising the need to go during lesson time - this will not apply to 6th form girls for personal reasons. On the rare occasion that a student leaves to go to the toilet they should leave their mobile phone on their desk or with the teacher. The minimum time possible should be spent out of the classroom.

Mobile Phones

At Beths we publish a separate mobile phone policy on the school website, this policy is written in collaboration with our scholars and recognises that all members of our school community have the emotional maturity, literacy, and respect to be able to allow mobile phone use in school. It is our belief that technology not only empowers young people but can also support and promote learning. As such, mobile phones are not permitted in lessons unless permission is given by the member of staff in charge of the lesson. Mobile phone use is permitted at break or lunchtime; however, such usage is at the owner's risk. School staff are empowered by DFE guidance to seize any prohibited item including a mobile device because of a search as per point 2.32 in this policy.

The specific arrangements around the confiscation of mobile phones are outlined in our separately published in our mobile phone policy.

BEHAVIOUR PROCEDURES FLOW CHART



Negative Behaviour Ladder

2.27 The following table is intended to support consistency and give a guideline to all staff as to what form of sanction ought to follow from a negative behaviour. This ladder is not intended to remove professional judgement; the principles listed in 2.26 should always be observed (especially taking safeguarding into account when applying sanctions). This list is not an exhaustive one; the school's values and expectations are clear and anything that goes against these is likely to incur a sanction.

	Description of behaviour	Sanction
Level 1	Failure to meet expectations	Verbal warning to correct behaviour given with potential consequences.
Level 2	Repeated failure to meet expectations, despite verbal warning	Contact home via telephone or email and record on school MiS.
Level 3	Continued failure to meet expectations despite warnings and contact with parents/carers	Up to 30-minute same day detention and contact home via telephone or email and record on MiS.
Level 4	Verbal abuse to a member of the school community Defiance, including a continued lack of homework, incorrect uniform or equipment Arguing with staff despite attempted de-escalation Repeated disruption to learning Removal from classroom	Up to 60-minute whole school detention Removal from lessons for a fixed period of time Community exclusion
Level 5	Persistent defiance, including a continued lack of homework, equipment or continued incorrect uniform Truancy from lesson (or severe lateness) ~ (e.g. arriving only for session 2 lesson, missing session 1) Major or persistent verbal abuse to a member of the school community Physically dangerous behaviour Language that could be deemed prejudicial or discriminatory towards another member of the school community Possession of smoking or vaping paraphernalia Smoking or vaping outside of school Behaviour that brings the school into disrepute (e.g social media posting)	Official letter home and copy to file Up to 90-minute detention Community exclusion Parental meeting Internal exclusion Saturday detention Removal of off-site privileges Removal of some/all independent study sessions

	<p>Bullying</p> <p>Consistent and repeated disruption of learning</p>	
Level 6	<p>Smoking or vaping on school site</p> <p>Persistent bullying</p> <p>Persistent defiance and refusal to follow a reasonable instruction</p> <p>Physical altercation or fighting</p> <p>Behaviour to intentionally cause harm to another member of the school community</p> <p>Verbal abuse to cause significant distress towards another member of the school community</p> <p>Behaviour in public that brings the school into serious disrepute</p>	<p>Internal exclusion</p> <p>External exclusion (suspension)</p> <p>Saturday detention</p> <p>Disciplinary meeting with parents/carers</p> <p>Pastoral Support Plan (PSP)</p> <p>Removal of off-site privileges</p> <p>Removal of some/all independent study sessions</p>
Level 7	<p>Physical assault</p> <p>Possession of illegal or banned item or substance</p> <p>Possession of an item with intent to harm</p> <p>Sexualised behaviour</p> <p>Stealing</p> <p>Bullying</p> <p>Issues that threaten the safety or safeguarding of other members of the school community.</p>	<p>External exclusion (suspension)</p> <p>Trustees' behaviour review</p> <p>Permanent exclusion</p>

Students who move beyond level 7 will be permanently excluded at the discretion of the head teacher.

It is worth noting that many students require the school to provide references for them. This can be for UCAS, apprenticeships, or employment. While the school would never write a negative reference, in extreme cases of persistently poor behaviour it may be required that the school refuses to supply a reference.

Similarly, the school will give an honest and fair assessment of any qualities requested by universities, employers or other professional bodies, including information relating to attitude, attendance and behaviour.

The use of Force to Control or Restrain Students

2.28 In line with DfE Guidance on Use of Reasonable Force (2013) a member of staff may use reasonable force to prevent a student from hurting themselves or others, damaging property or from causing disorder. Use of force rarely is best practice when establishing order and should only be used in exceptional circumstances.

Searching and Confiscation

2.29 In line with DfE Guidance on Searching, Screening and Confiscation (2014), a member of staff may search a student for any item if the student agrees. Staff authorised by the Headteacher may search a student or their possessions, including lockers and mobile devices, **without consent** where there are reasonable grounds that the student may have any of the following prohibited items in their possession:

- Knives or weapons
- Sharp metal items
- Alcohol
- Illegal drugs
- Edibles
- 'Legal highs' including nitrous oxide canisters
- E-cigarettes or vapes
- Stolen items
- Tobacco, cigarette papers, lighters/matches, and any other smoking paraphernalia
- Fireworks
- Pornographic images
- Inappropriate material on a mobile phone intended to bully or cause harm
- Where the safeguarding of the school community is compromised by the action of the student
- Any article that the member of staff reasonably suspects has been, or is likely to be used:
 - iv) to commit an offence
 - v) to cause personal injury to any person (including the student), or damage to property
 - vi) to threaten another person

2.30 Possession of any of the prohibited items (as listed above) or attempting to obtain them, is a very serious matter: consequently, incidents of this nature merit consideration of suspension or permanent exclusion.

2.31 In the case of any item being used to commit an offence, to injure another person, or to threaten injury to another person, the sanction is likely to be permanent exclusion.

Confiscation

2.32 School staff are empowered by DfE guidance to seize any prohibited item including a mobile device found because of a search. School staff may also seize any item, regardless of how it has been found, which they consider harmful or detrimental to school discipline.

What a student should do if they feel they have been treated unreasonably by a member of staff?

2.33 If a student feels that they have been treated unreasonably by a member of staff, they should discuss the matter with an appropriate member of staff, e.g. their Form Tutor, Head of Year or a member of the Senior Leadership Team. Such matters will be taken seriously, and the school will seek to resolve issues fairly. The student **should not** seek to resolve the issue while still in the class setting. Removing themselves from the situation and seeking support from another staff member is always advised.

Malicious accusations against school staff

2.34 In cases where students are found to have made malicious accusations against school staff, the consequences will be serious and may involve External Exclusion (Suspension or Permanent at the Headteacher's discretion).

Reconciliation Meetings

2.35 Where issues have arisen between students, or between a student and a member of staff, Reconciliation Meetings may be used. These will be led by an appropriate member of staff and parents/carers may be invited to attend, if deemed appropriate by the leading member of staff. The objective is to resolve issues, to move forward, and promote harmony among members of the school community.

Reporting and Monitoring - Report Cards

2.36 Reports Cards are used:

- To support a student in the management of their behaviour/work and thereby raise achievement and expectation

2.37 Report Cards should be viewed as being supportive rather than punitive:

- identify areas of specific behaviour requiring improvement
- set achievable and measurable short-term improvement targets (SMART targets)
- provide individual, focussed contact with an appropriate member of staff
- reinforce and support the Home-School Agreement
- facilitate a link to the Academic Tutoring process
- facilitate a support link to the Student Premium Mentoring process, where applicable
- be passed to the Head of Year on completion, for review and file reference purposes.

2.38 Report Cards are used in the following ways:

Type of Report Card	Used for Monitoring:
Form Tutor	<ul style="list-style-type: none">○ behaviour, following complaints from one or more subjects○ levels of attainment, following concerns in one or more subjects○ punctuality
Head of Department (Subject Specific)	<ul style="list-style-type: none">○ persistently poor behaviour in lessons○ persistently poor levels of attainment in lessons○ students who have been given an unacceptable number of detentions in a subject area○ returning students who have been removed to a lesson
(Assistant) Head of Year (Strategic)	<ul style="list-style-type: none">○ persistently poor behaviour○ persistently poor levels of attainment in more than one subject○ students returning from a period of either Internal or External exclusion
SLT Line Manager/Head of Sixth Form	<ul style="list-style-type: none">○ students who have not responded positively to Head of Year or Head of Department Report

Deputy Head	<ul style="list-style-type: none"> ○ students who have not responded positively to Head of Year or Head of Department Report
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2.39 Parents/Carers should always be informed when a student has been placed on report and the reason for this, by the person initiating the report. Whilst on report students must:

- present the Report Card to the teacher at the start of the lesson
- endeavour to meet all targets set on the Report Card in every lesson
- meet with the teacher they are on report to at the end of each day, or with agreed frequency, for monitoring and feedback advice
- ensure the report card is signed by parents/carers each day (it is the student's responsibility to ensure this occurs)
- ensure comments from parents/carers and their own comments are recorded on the back page of the Report Card after each of the five days on report and/or when they are about to come off report
- respect and not deface in any way the Report Card and ensure that it is brought into school every day, during the period they are under report

Reporting and Monitoring – Recording on school MiS

2.40 All incidents of level 2+ must be recorded on the school MiS, both positive and negative.

2.41 The purpose of recording on the school MiS is to enable Form Tutors, Parents, Heads of Department, Heads of Year, Senior Leadership Team any other key professionals to track behaviour and work more effectively. **Logging in incident on the school MiS is not a sanction in its own right - teachers must apply sanctions as per the behaviour policy when incidents of negative behaviour occur**

2.42 On the school MiS the report should be brief, factual and not include the names of other students. Parents are entitled to see report on MiS and the highest standards of professional language must be used at all times

2.43 If an incident report requires significant detail or is being referred to another teacher, then an e-mail which complies with GDPR should be sent in addition to the MiS write up with a full account of what has happened, and actions taken so far.

2.44 In the event that an incident is referred, the teacher taking the referral should amend the original MiS entry once the incident has been fully resolved.

2.45 All accounts of incident either made on MiS or by e-mail should describe the events – they must avoid personal comments or comments about the nature of the teaching group in general and must not include any references to a teacher's emotional state, following an incident.

2.46 E-mails about an incident should comply with GDPR and be sent to the person responsible for taking the referral, according to the behaviour policy. However, other key professionals should be copied in as appropriate such as KSM, HOD, SLT etc.

Detentions

2.47 Prior to detentions being issued, the following strategies should be adopted to manage a student's behaviour or achievements:

- discussion with the student about the reasons for concern(s)
- reinforce expectations for behaviour, work and achievements

- setting achievable and measurable short-term targets

2.48 If a member of staff issues a detention longer than 30 minutes, they must give at least 24 hours' notice either in writing, via email or by phone. This can be agreed in advance with a parent if lengthier detentions form part of an ongoing support plan. The following types of detention may be applied:

Detention Type	Duration	Reasons
On the day	up to 30 minutes	L1-3 behaviour
Individual staff detention	Up to 60 minutes	L3 – L5
Key stage detention	Up to 1.5 hours	L4 - L5
SLT (Senior Leadership Team) Detention	Up to 2 hours	L5 – L6
Saturday Detention	Up to 3 hours	L5 – L6
Staff Only Day Detention	Up to 6 hours	L6 – L7
Late to school Detention	Variable	The stages for lateness sanctions are laid out separately in the Sixth Form punctuality guidance

Note: students must attend Saturday Detentions and Staff Only Day Detentions in full school uniform.

Referral to the Special Educational Needs Department (SEND) Department

2.49 A student may be removed from certain lessons for a period of time and referred to the SEND Department who will work with them on strategies to improve their behaviour.

Exclusions

2.50 For serious forms of misbehaviour (as an alternative to the detention system, at the discretion of the school) a part day internal exclusion will sometimes apply. However, for more serious incidents of misbehaviour, including possession of items listed at paragraph 1.6 above, or where other sanctions have not brought about the desired improvement in behaviour, a full day internal exclusion, community exclusion or external exclusion may apply. The school will inform parents/carers as appropriate once decisions have been carefully made.

Part Day Internal Exclusion

2.51 A student may be internally excluded for a period of time from specific lessons, and/or at Break and Lunch times. The decision to internally exclude will be made by Key Stage Manager/ Deputy Head, after consulting with the relevant Head of Year and/or Heads of Department, as appropriate.

Community Exclusion

2.52 A student may be given a school 'Community Exclusion' for one or more days. On these days, the student will attend all lessons as normal, but will be internally excluded at both Break and Lunch times. In addition, the student will be required to report to the main reception at 8.00am and remain on school site at the end of the school day until up to an hour has been served. Between 8.00am and 8.45am and after school they will undertake Community Service delegated duties, such as litter picking and other reasonable and safe tasks around the school site. The decision to issue a Community

Exclusion will be made by the relevant Key Stage Manager, consulting with the student's Head of Year and other appropriate staff. Governors are informed of Community Exclusions and regularly monitor this data.

Full-Day Internal Exclusion

2.53 A student may be internally excluded for 1-5 full days for more serious incidents or persistent misbehaviour occurring either in or out of lesson times, or on or off the school site. The decision to issue an Internal Exclusion will be made by the Key Stage Manager/Deputy Head after consulting with the Head of Year and other appropriate staff. When Internally Excluded, students are placed in an area away from other students. While in isolation they will be supervised by a member of staff and will be expected to use their time productively in study. At the discretion of the relevant Head of Year and Key Stage Manager, on selected occasions where a persistent pattern of inappropriate conduct is noted in a student, parents/carers may be invited into school for a behaviour review meeting, at which additional strategies and support may be explored and/or activated. Governors are informed of Full Day Internal Exclusions and regularly monitor this data.

External Exclusion (Suspension)

2.54 A student may be externally excluded for one or more days. The decision to externally exclude is the Headteacher's responsibility. This may be linked with other sanctions in order to form a combined sanction, if deemed appropriate. The decision to exclude a student and the associated procedures followed, are in accordance with the current DfE Guidance on Exclusion from Schools. All external exclusions are reported to the Governors who regularly monitor this data. External exclusions are also reported to Bexley Local Authority.

Permanent Exclusion

2.55 In the most serious and exceptional cases, a student may be permanently excluded by the Headteacher. The decision to permanently exclude a student, and the associated procedures followed, are in accordance with the current DfE Guidance on Exclusion from Schools. All permanent exclusions are reported to the Governors who regularly monitor this data. Permanent exclusions are also reported to Bexley Local Authority.

Representations

2.56 Parents/Carers have a right to make representations to the Chair of the Governing Body about the Headteacher's external / permanent exclusion decision. A panel made of members of the Governing Body will consider any such representations made by parents/carers. However, in the cases of exclusions of five days or fewer, they do not have the power to overturn the Headteacher's decision. The only exceptions to this are if the exclusion will result in the student missing a public exam, or if previous exclusions in the same school term mean the student would be excluded for more than five days in that term.

3.REWARDS

Aims

3.1 Beths Grammar School is a beacon of academic excellence. It is firmly believed that all students respond to encouragement irrespective of their ability. At Beths we believe that **excellence is not an accident but rather the outcome of hard work, commitment and persistent effort.**

3.2 The school is founded on the principles of flair, self-discipline and academic rigour. Through the rewards system we seek to recognise and promote academic scholarship and personal achievement in every student. Therefore, a variety of means are used to encourage and reward a student (or group of students) when they have done something which meets or exceeds their own expectations and the expectations of the school. This may refer to effort or achievement and be for academic work, progress, for involvement and successes in extra-curricular activities, for meeting personal goals or for displaying a commitment to the school values through an excellent contribution to the life of the school.

3.3 Beths Grammar School sets very high expectations and our students thrive in an environment where their achievements and efforts are recognised. The competitive spirit through the house system and a persistent culture of excellence and high aspirations is the real heartbeat to life at Beths.

Such efforts or achievement is acknowledged by encouraging students in the following ways:

Verbal and Written Encouragement

3.4 Staff will actively look for opportunities to congratulate students for good quality work and, where appropriate, make a written comment on a postcard, exercise book, coursework, folder, etc. The use of marks and grades give an indication to the student of the quality of their work and will reflect the effort the student has put into their studies.

Scholar Points (Commendations)

3.7 Scholar points are used to reward students' behaviour and hard work. Teaching staff may, at their discretion, award commendations to students who have:

- Conducted themselves in a manner worthy of recognition
- Demonstrated clear commitment to the ethos and values of the school
- Produced high quality work which is worthy of recognition
- Positively supported or assisted any member of the Beths community (staff and fellow students).

Beths Scholar Certificates

3.8 Beths Scholar certificates will be awarded and presented once a student has gained 50, 100 and 150 commendations. These certificates will be colour coded (50 = bronze, 100 = silver and 150 = gold) and will be awarded at year group assemblies. After 250 commendations have been received (i.e. 3 x 30) a Headteacher's Special Award will be made.

House Points

3.7 Students can earn House Points for every 5 Commendations they receive. Every 5 Commendations will equate to 3 House Points. These will be awarded every Half-Term. The form with the highest commendations (in each year group) will receive an additional 10 House Points.

3.8 House points are also awarded for large whole school events, such as sports day. Students can also earn house points for their contributions to charities and work within the wider community.

3.9 At the end of every school year the winning house will be awarded the “James Skinner House Trophy”. This will be displayed in the Main School Reception and will sport a coloured ribbon representing the winning House.

3.10 Various sporting and inter house competitions run throughout the year. Students are encouraged to participate in events to support their own House.

3.11 House Assemblies are held throughout the year to inform students of house achievements and discuss strategies to further improve the house reputation.

3.12 The school actively encourages healthy competition and promotes students to partake in extra-curricular activities in order to support student positive mental health and well-being.

Praise Postcards

3.13 A student can receive a praise postcard from a member of staff in recognition for excellent performance, good attainment, noted improved effort, progress and endeavour. This can be done via the Main School Reception or by handing to the student.

3.14 When a student exemplifies the school’s values in a notable manner a praise postcard should be sent home.

Subject Certificates

3.15 Individual subject departments may issue their own certificates in recognition of students who have performed exceptionally well or who have shown great improvement in that particular subject.

School Reports

3.16 Three reports are issued to parents every academic year. Subject teachers will report not only on attainment but also for “Attitude to Learning” and “Quality of Homework”.

3.17 In addition to the two interim reports, parents will also receive one “Full Report” in which each subject teacher will, where possible, provide positive comments about each student’s effort and attainment and provide constructive advice as to how improvement may be achieved. Form Tutors will give a written comment and will praise students where excellence is evidently displayed across all subjects.

General Excellence Awards

3.18 Heads of Years will analyse the attitude to learning and quality of homework grades for their respective year group on the publication of the three academic reports issues to students and parents throughout the academic year. Students with the highest aggregate marks for attitude to learning and quality of homework grades will receive a “General Excellence Certificate” from their Head of Year in recognition for their exceptional performance in all of their subjects across the board and their evident commitment to their studies and academic scholarship.

3.19 Heads of Year will analyse the academic performance of their year groups after each set of reports. Students with the top 5%, 10%, and 20% of average grades will receive an “Academic Excellence Certificate” signed by the Headteacher, Head of Sixth Form and Head of Year respectively. Similarly, the same will be done for students who have made the most progress since their previous report.

3.19 These certificates will be presented to the students by their Head of Year in their year group assembly once the reports have been issued.

3.20 Parents will receive a personal letter from their son's Head of Year to congratulate them on their son's excellent achievements and notify them that he has been successful in achieving a General Excellence Award.

3.21 The most improved student in every form will also be awarded a certificate in recognition for their improvement in effort.

Headteacher's Commendation

- 3.22 The Headteacher's commendation is recognition from the Headteacher and is used:
- To acknowledge a single piece of high-quality work or a specific achievement (primarily academic).
 - To recognise an extraordinary co-curricular or community contribution.
 - To recognise the improved effort and achievement of those who are not normally found to be 'top of the class'.
 - Each Headteacher's Commendation also carries a 'bonus' award of 3 House Points.
 - The Headteacher will consult with the Heads of Year and subject staff and ask for nominations towards the end of every term. Staff will submit a particular piece of work or make a personal representation. A certificate is presented at the end of term assembly. A list of winners will be included in the annual Presentation Evening programme and will also appear on the school website.

School Prizes

3.23 Subject prizes and a range of other special prizes are awarded at the school's annual Presentation Evening. These awards are given for achievement (academic and extra-curricular), effort and outstanding service to the school.

School Colours

3.24 School Colours are awarded for excellence in extra-curricular activities (only), including (but not limited to) sport, music, drama and art. Colours may be awarded to students who participate in appropriate activities at County level or above if these activities are not offered in the school's extra-curricular provision.

3.25 When Colours are awarded, the student receives a badge or tie (see below) and a certificate.

3.26 School Colours will be awarded as follows:

- KS3: Silver blazer badge
- KS4: Gold blazer badge (or silver tie if the colours are awarded in April of Year 11)
- KS5: Enamel pin badge

3.27 If further Colours are awarded to a student when they are in the same Key Stage, they will receive an additional certificate, but not an additional tie or badge. However, if a student is awarded Colours higher up the school, having been awarded Colours in a lower key stage, they will receive a certificate and the appropriate KS5 badge or tie for the first award of Colours in that Key Stage, after which the 'certificate only' rule will apply.

3.28 Colours may be awarded at any point of a student's schooling at Beths, but awards are usually made:

- at the end of term
- when a student is in Year 12

- 3.30 The following criteria will apply to the award of Colours:
- The student's performance in the relevant extra-curricular activity is of a level that may be judged to be excellent (or the student may perform at a high level in several relevant extra-curricular activities).
 - The student demonstrates attitudes and behaviour when engaged in the relevant activity/activities that are commensurate with the ethos and expectations of Beths Grammar School and thus promotes its reputation.
 - The student demonstrates highly positive effort, attitudes and behaviour when engaged in the curricular subject associated with the relevant activity/activities.
 - The student demonstrates attitudes and behaviour in all aspects of school life that are commensurate with the ethos and expectations of Beths Grammar School: they are a positive role model for other students in the school.

Honours Ties

3.31 Ties, honours badges and certificates are awarded to students who have demonstrated **a sustained and significant commitment to serving the school and/or wider community** on a regular basis over an extended period (i.e. at least a once weekly commitment for a minimum of a term).

3.32 Those who have received an honours tie and badge in the lower school should retain these as a mark of their excellence, however, they are not to be worn in Sixth Form. Students are able to receive new ties and badges from the first Year 12 report onwards.

3.33 Recipients of the Honours Ties will have their names published in the annual Presentation Events programme.

Student Leadership

3.34 Promotion to Student Leadership is the highest achievement a student should aspire to at Beths. As the School promotes excellence in Leadership Skills, we actively encourage students to have such formal leadership roles within the school.

3.36 Formal School Student Leadership take the following forms:

- **An elected Member of the Student Year Council** (2 reps per form) (Year 7-13)
- **Community Ambassadors** (Year 12 and Year 13)
- **Prefects** (End of Year 12 and Year 13 only)
- **Senior Prefects** (Year 12 and 13 only)
- **House Captains** (End of Year 12 and Year 13 only) **Deputy Head Prefect** (End of Year 12 and Year 13 only)
- **Head Prefects** (two/four students from Year 13)

3.36 Staff will nominate students for these roles based on merit and evidence of their ability to conduct the roles in the most efficient and effective manner.

3.37 All staff at Beths actively encourages students upon entry to the school to aspire to these roles and give a positive contribution to the wider life of the school. Evidence for the role of Head Boy will go right back to year 7.

3.38 Where a student receives a formal appointment to Student Leadership, they will be presented with an appropriate badge to represent that responsibility.

3.39 Student achievement is celebrated and reported to parents throughout the school year. Where formal recognition takes place, the school may publish photos and commentaries on the school blog through the school website.

Positive behaviour ladder - level 2-7 recorded on MiS

3.40 This ladder recognises that positive behaviour of note is of varying degrees and needs to be encouraged at all levels across the school. The ladder does not replace professional judgement. However, it provides a guide for new staff. Well behaved students who are following the school rules should expect regular recognition for this and all staff should have systems in place for regularly rewarding students using Scholar points (all levels) Scholar postcard (L3) and department awards/prizes (L4). All staff should be aware of the higher-level rewards so that they can nominate and use them to motivate the most diligent Beths students.

Level 1	Good effort High levels of engagement Helping someone in class	Verbal praise 1 scholar point (1 commendation)
Level 2	Good verbal contribution Good written contribution Persistent good effort	2 scholar points (2 commendations) Positive phone call home
Level 3	Excellent effort Excellent verbal contribution Excellent written contribution Persistent excellent effort	Positive phone call home Scholar postcard 3 scholar points (3 commendations)
Level 4	Overcoming a challenge Excellent leadership skills Excellent work in accessing super curriculum	Department prize General excellence awards 4 scholar points (4 commendations) Mention in the Sixth Form Bulletin
Level 5	Excellence in leadership Excellence in thirst for knowledge Excellent contribution to extra-curricular	Colours Headteacher's Commendation 5 scholar points (5 commendations) Celebration breakfast/lunch
Level 6	Noteworthy contribution to school or local community Excellent contribution to the wider community An excellent role model to others	Nomination for Jack Petchey Honours Nomination for academic award 6 scholar points (6 commendations)
Level 7	Noteworthy contribution to local or national community Continued excellence in any of the above	Celebration at Awards evening Nomination to Bexley Civic Awards or national award 7 scholar points (7 commendations)

4. SUPPORT

4.1 The school acknowledges its legal duties under the Equality Act 2010 in respect of students with special educational needs, disabilities and protected characteristics.

4.2 The Special Educational Needs Department (SDEN) Department supports students with a wide range of individual needs, which could encroach in a negative way on their academic progress or emotional well-being, if not supported appropriately. Students with specific learning difficulties can receive individual support in and out of the classroom and this provision is overseen and organised by the school's Special Educational Needs & Disability Coordinator (SENDCO).

4.3 Staff who have concerns, or who may require support, should discuss possible referrals with the relevant Heads of Department and Heads of Year. Formal action will be taken when the SEND Referral Form has been completed (see Appendix 2).

4.4 The following types of support may be offered, based on the individual circumstances, and needs of the student:

- Individual help, both in and outside of the classroom
- Help for students with ASD, ADHD, emotional or behavioural issues
- Time-out cards that provide a specific place for students to go when they feel disregulated
- Academic monitoring of a selected group of students who may be at risk of not achieving their full potential
- Mentors, including the use of peer mentors, who work with students
- Liaison with outside agencies who can provide further support (usually triggered by an Early Help referral)
- Removal of students from lessons for behavioural or academic support reasons, for an extended period of time, when it proves beneficial to the student, member of staff and other class members
- Addition of further study sessions to replace independent study lessons and provide greater structure
- Counselling provided to students who have been referred
- Recommending, and then organising, timetable reductions and supervision from lessons.

4.5 Interventions will be categorised and tracked using the following terminology:

5. SAFEGUARDING

5.1 The school acknowledges its legal duties in respect of safeguarding: see the school's Safeguarding and Child Protection Policy for details.

6. REVIEW

6.1 Review should be a regular feature of meetings at all levels of school management and leadership. The application of this policy should therefore be reviewed annually by the Headteacher and Senior Leadership Team. This will provide an opportunity to consider other associated developments and initiatives.

This is an agreement between the student, the student's parents/carers and the school

Together we expect that the student will:

- comply with school rules and attend school regularly and punctually
- wear school uniform and be tidy in appearance
- bring all the equipment needed for lessons each day
- complete all class work and homework to the best of their ability and on time
- Use MS Teams sensibly and appropriately
- ensure all letters and communication between the school and home are delivered and read
- take responsibility for their own academic achievement
- discuss any problems they may have with a member of staff, prefect or mentor
- be polite and respectful to all other people and their property
- respect the school's environment, equipment and property
- take responsibility for their own behaviour, both in school and on the way to and from school
- use digital technology responsibly, never posting on-line pictures of any other member(s) of the school community without their express permission; never making negative comments on-line about any other member(s) of the school community, even within closed groups

Together we expect that the parents/carers will:

- support the application of school rules and policies (available on the school website www.beths.bexley.sch.uk)
- support the school's Behaviour, Rewards and Support Policy and procedures for ensuring good behaviour both within and outside school
- support sanctions that are applied by the school in line with the behaviour policy.
- see that their son/daughter attends school regularly and punctually, wearing school uniform and is properly equipped for the day's lessons
- inform the school on the first morning when their son/daughter is absent and provide a letter on their return
- support fully Bexley's attendance strategy by not arranging holidays during term time
- support their son's/daughter's achievements
- offer support with homework and ensure their son/daughter completes it on time using www.showmyhomework.co.uk
- make every effort to attend parent/carer progress report evenings and other information sessions
- make the School aware of any concerns or problems that might affect their son's/daughter's work or behaviour and of any other changes in home circumstances, e.g.: change of address, telephone numbers, etc
- take an interest in the life of the School and support their son/daughter in the activities they undertake
- take full responsibility for monitoring their child's online activity and social media to ensure their child is safe and not involved in any online bullying

Together we expect that the School will:

- care for their educational, social and emotional well-being whilst at school
- ensure their safety in a well-disciplined environment
- support him/her to reach their full potential by achieving high standards of work and meeting the targets set by the school
- provide a well-taught, balanced curriculum to meet their individual needs
- set and mark promptly, regular and appropriate homework recording it on www.showmyhomework.co.uk
- sign their school planner regularly and use it to monitor homework set and to communicate with parents/carers

- develop relationships between staff and the student based on mutual respect and understanding of their value in the school's community
- develop him/her as a whole person by giving him/her responsibilities as appropriate and preparing him/her for adult life
- help him/her to make informed choices for future studies and career paths
- be receptive and welcoming, to listen to concerns and to offer opportunities to become involved in the life of the school
- make the parents/carers aware as soon as possible of any problems or concerns that might be affecting their work or behaviour
- keep parents/carers informed about general school matters and provide, at least termly, reports about their progress
- act to prevent online bullying between members of the school community and will inform the police of any illegal activity of which it is made aware, including the sharing of indecent images.

Parental Statement on the use of physical force and the school's statutory duty

As a parent/carer I understand that I am responsible for disciplining my children or those under my care when they are not in school. I fully understand and am aware that the use of physical force in disciplining them may be illegal in certain circumstances. This may include where an implement has been used, where the use of that force has resulted in injury and the use of prolonged physical stress positions (this is where children are placed in a position of discomfort for a long period of time). I understand that in these circumstances the school has a statutory duty to report such incidents to Children's Social Care and that the police may be asked to investigate.

Should you want further information on statutory guidance and legislation please see our Safeguarding and Child Protection Policy available on the school's website.

Student's Name:
.....

Signature:

Parent/Carer's Name:
.....

Signature:

Headteacher: Mr R Blyhton
.....

Signature: