



## **Beths Grammar School Behaviour, Rewards & Support Policy**

### **1. OVERVIEW**

1.1 Beths aims to support, nurture and create young men and women 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 at all times. 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 requires these high standards of behaviour to be evident when engaging with members of the Beths community online at all times.

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 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.

### **2.1 BEHAVIOUR**

#### **School Rules**

2.1 The School Rules are:

- Uphold the school's values of excellence, respect, nurture and community in all that you do.
- 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.
- Learn to the best of your ability at all times.

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. A Rules Committee will meet half-termly and involve staff and students to provide updates to this guide.

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 at all times.
- Parents working in partnership with the school.

2.3 The principles from 2.2 will be used in day-to-day contact with our students in order 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 or
  - Travelling to or from school or
  - Wearing school uniform or
  - In some other way identifiable as a student at the school.
  
- or misbehaviour at any time, whether or not the conditions above apply, that:
  - Could have repercussions for the orderly running of the school or
  - Poses a threat to another student or member of the public or
  - Could adversely affect the reputation of the school.

2.5 Beths will not tolerate students engaging in criminal behaviour and being charged by the police is in itself 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 where 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.

2.7 All students and parents 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 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.

### **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.

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.

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.

### **Meeting Behaviour Standards in the Sixth Form**

2.21 The main areas of negative behaviour in the 6<sup>th</sup> Form are:

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

2.22 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.

2.23 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.

2.24 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.

2.25 The minimum standards for the Sixth Form attendance are:

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

## **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.

## **Creating a Safe and Pandemic Secure Learning Environment**

In order to ensure that the School is safe and Covid Secure we will be requiring all students to play their part. Though the risk to students remains exceptionally low we must ensure that we are not transmitting the Covid virus in school or in transit to the school. We require all students to be 100% committed to our goal of zero transitions within our community.

To achieve a Covid secure school environment we require all students to follow these rules and deliberate and/or persistent breaches of them will be counted as a serious breach of the school behaviour policy during this period and students will be sanctioned at either level 6 or 7 of the Negative Behaviour Ladder.

In order to keep the school safe we require all students to follow these rules from leaving the house to returning back to the house after school.

### **Journey to school**

Students must:

- Travel to school in the safest mode of transport – walking, cycling or if possible via car.
- Students must not meet up with friends before and after on the journey to and from school.
- Students should not be using local business' in Years 7-11
- 6<sup>th</sup> form using local businesses must follow all social distances rules including wearing face masks
- Students must not travel in groups except with members of their own household.

### **Arrival in school**

- All students must use the field entrance to the school at the Western end of Hartford Road.
- Students should go straight to their tutor period or first lesson upon arrival in school and not visit Reception.
- Students should aim to arrive no more than 20 minutes before their lesson however rooms will be open 25 minutes before
- Students must not congregate on Hartford road or at the gate to the school

### **Movement around the school**

- Students in Year 7-11 must stay in their allocated teaching part of the school and only use their allocated toilets and recreational space
- 6<sup>th</sup> form students must not enter a congested part of the school if a younger year group is moving between lessons they should wait for the area to clear before entering
- Students should not enter a building or corridor if they cannot maintain social distancing from a different year group.

A 2m distance should be maintained between adults and students in different year groups at all times. In addition, students should seek to keep physical distance if possible with students in their year groups and follow instructions from staff overseeing distancing in this part of the school. There is no excuse to touch other students or their possessions throughout any part of the school day and any such incidents will be treated extremely severely.

#### **Arrival in lessons**

- Students should enter classrooms patiently ensuring that other students have found their seat first
- Students should also avoid turning around, shouting and unnecessary conversations

#### **Dismissal from School**

- Students will be dismissed in a staggered manner and students should take the most direct route home avoiding groups and seeking to avoid over-crowding on public transport whenever possible
- Face masks must be worn when waiting for and travelling on busses and trains

#### **Toilets**

Toilets will be provided for each year group though students are encouraged to use the toilet before leaving the house. No student will be allowed to use the toilet during lesson times unless for medical reasons and a note has been provided by the student's Head of Year. This rule will not apply to 6<sup>th</sup> form girls for personal reasons. Social distancing and excellent hygiene will be enforced in all student toilets.

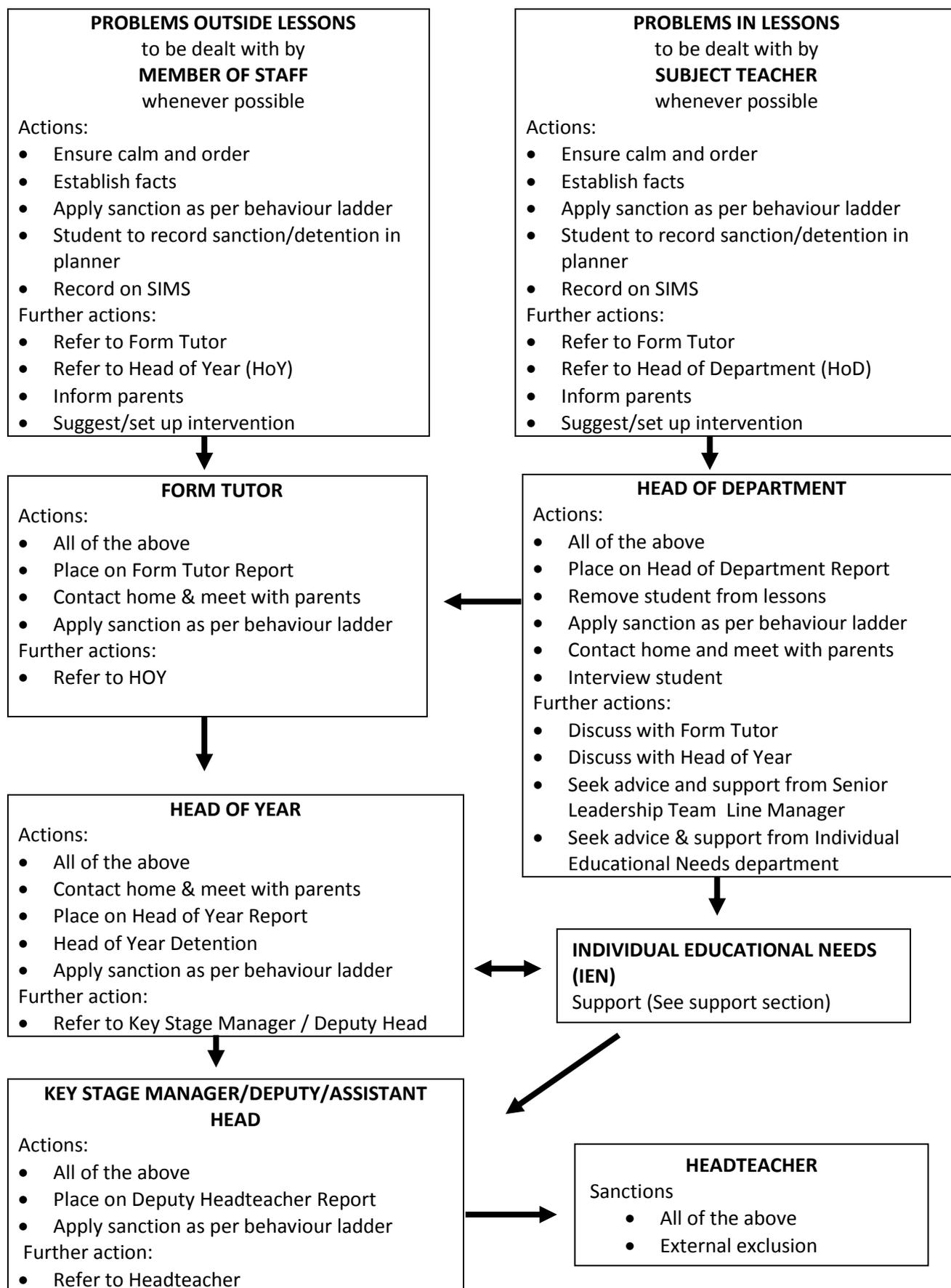
#### **Face Masks**

Students are expected to wear face masks when moving around inside the school though they must be plain and without markings.

#### **Washing hands**

In order to maintain regular hand sanitation we expect all students to carry a small bottle of hand sanitiser with them and use it upon arrival both in school and in the first lesson. We will also be encourage all members of the community to carry disposable tissues so you can follow the '*catch it, bin it, kill it*' public health advice. If this needs to be done in a lesson it must be done in a manner considerate to the concentration of other learners and must be as discrete as possible. There will be extra hand basins available in year area for students to wash hands with soap and water.

## 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
	KS3 and KS4	KS5	
Level 1	No equipment on first day of term Borrow uniform first time Poor effort in class Slow at following instructions Disruption of learning		Verbal warning
Level 2	No equipment – 1 <sup>st</sup> offence Borrow uniform second time No homework - 1 <sup>st</sup> offence Slow at following instructions Disruption of learning		Written warning
Level 3	No equipment despite written warning Borrow uniform third time No homework despite written warning Verbal abuse to student – minor Insufficient work Slow at following instructions Other Disruption of learning		30 minute detention
Level 4	No equipment despite detention No homework despite detention Verbal abuse to student – minor Defiance Inappropriate level of arguing with staff Regular disruption of learning Removal from class Other		60 minute detention with teacher or in department
Level 5	Refusal to bring correct equipment Incorrect uniform Refusal to complete homework Verbal abuse to student – major Physically dangerous behaviour Bullying Defiance Consistent disruption of learning Other		HOD detention (subject specific behaviour) HOY detention (across school behaviour) Community exclusion HOY break/lunch
Level 6	Refusal to correct uniform Unacceptable work ethos Bullying Verbal abuse to cause significant distress	Unacceptable work ethos  Verbal abuse to cause significant distress	SLT detention Internal exclusion External exclusion Academic Review Saturday Detention

	Verbal abuse to staff Fighting Bullying Defiance- refusal to follow a reasonable instruction Other	Verbal abuse to staff Fighting Defiance- refusal to follow a reasonable instruction	
Level 7	Physical assault Inappropriate sexual behaviour Stealing Bullying Defiance – issues that threaten the safeguarding of the school community Other	Physical assault Inappropriate sexual behaviour Stealing Defiance – issues that threaten the safeguarding of the school community Other	External exclusion

Students who move beyond level 7 will be permanently excluded.

### 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 is rarely 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
- ‘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 exclusion including 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 as a result 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 he/she feels he/she has been treated unreasonably by a member of staff?**

2.33 If a student feels that he/she has been treated unreasonably by a member of staff, he/she should discuss the matter with an appropriate member of staff, e.g. his/her 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 (Fixed-term 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
- 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"> <li>• behaviour, following complaints from one or more subjects</li> <li>• levels of attainment, following concerns in one or more subjects</li> <li>• punctuality</li> </ul>
Head of Department (Subject Specific)	<ul style="list-style-type: none"> <li>• persistently poor behaviour in lessons</li> <li>• persistently poor levels of attainment in lessons</li> <li>• students who have been given an unacceptable number of detentions in a subject area</li> <li>• returning students who have been removed to a lesson</li> </ul>
Head of Year (Strategic)	<ul style="list-style-type: none"> <li>• persistently poor behaviour</li> <li>• persistently poor levels of attainment in more than one subject</li> <li>• students returning from a period of either Internal or External exclusion</li> </ul>
SLT Line Manager	<ul style="list-style-type: none"> <li>• students who have not responded positively to Head of Year or Head of Department Report</li> </ul>
Deputy Head	<ul style="list-style-type: none"> <li>• students who have not responded positively to Head of Year or Head of Department Report</li> </ul>

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 of the 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 in to school every day, during the period they are under report

### Reporting and Monitoring – Recording on SIMS

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

2.41 The purpose of recording on SIMS 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. It must not be seen as a sanction in its own right. Teachers must apply sanctions as per the negative behaviour ladder when incidents of negative behaviour happen

2.42 On SIMS the report should be brief, factual and not include the names of other students. Parents are entitled to see report on SIMS 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 SIMS 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 SIMS entry once the incident has been fully resolved.

2.45 All account of incident either made or SIMS 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 procedures flow chart. However, other key professionals should be copied in as appropriate.

## 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	L3 behaviour
Individual staff detention	Up to 60 minutes	L3 – L4
HOD/HOY Detention	Up to 1.5 hours	L4 - L5
Deputy Head’s 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
Late to lesson Detention by form tutor	1 hour	3+ Lates in one week

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

## **Referral to the Individual Educational Needs Department**

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

### **Exclusions**

2.50 For less serious forms of misbehaviour (as an alternative to the detention system, at the discretion of the school) a part day internal exclusion will usually 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 he/she 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/ DHT 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 in to 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**

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 and 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 with 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 less, 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 ways 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 in the student planner, 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.

#### **Commendations (Achievement Points)**

3.5 The commendation system is intended 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).

#### **School Commendation Certificates**

3.6 School commendation certificates will be awarded and presented once a student has gained 20, 50 and 80 commendations. These certificates will be colour coded (20 = bronze, 50 = silver and 80 = gold) and will be awarded at year group assemblies. After 90 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. (Years 7 – 11).

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 he/she is in the same Key Stage, he/she 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, he/she 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: he/she is a positive role model for other students in the school.

### Honours Ties

3.31 Ties 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 Headteacher'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 Captain** (and Deputy) (Year 7-11) (rotated on termly basis)
- **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** (Year 13 only)
- **Head Boy** (one boy from Year 13)
- **Head Girl** (one girl 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, he/she 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 SIMS

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 commendations (L2) Praise 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 work produced Good effort High levels of engagement Helping someone in class	Verbal praise
Level 2	Outstanding work Excellent effort Brilliant engagement Helpful within the community Supporting other learners Outstanding progress across week Other	Commendation
Level 3	Remarkable achievement Upholding Beths values in a noteworthy manner Leadership within the lesson Helping at Beths event Outstanding progress across term Mentoring younger student across half term Other	Praise postcard or phone call home
Level 4	Achievement that shows exceptional talent or character Leadership across year group Supporting safety of the school Outstanding progress across year Mentoring younger student across term Other	Praise postcard or phone call home Department prize General excellence awards
Level 5	Excellence in the co curriculum Outstanding role model Leadership across school Mentoring younger student across year Other	Colours Headteacher's Commendation
Level 6	Noteworthy contribution to school or local community Other	Nomination for Jack Petchy Honours Nomination for academic award
Level 7	Noteworthy contribution to local or national community Other	Celebration at Awards evening Nomination to Bexley Civic Awards or national award

## 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 Individual Educational Needs (IEN) 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 are able to 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 IEN 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 problems
- 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
- 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.

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

Wave 1	Class teacher or form teacher intervention
Wave 2	HOY/HOD/IEN intervention
Wave 3	SLT/Early Help /Agency intervention

## 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 September 2020*  
*Next scheduled review date: Spring 2021*

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 his/her ability and on time
- use the student planner to note homework, track rewards and sanctions and set academic targets
- use [www.showmyhomework.co.uk](http://www.showmyhomework.co.uk)
- 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](http://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 his/her 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](http://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 he/she undertakes
- monitor and sign student planner regularly
- 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 his/her educational, social and emotional well-being whilst at school
- ensure his/her safety in a well-disciplined environment
- support him/her to reach his/her full potential by achieving high standards of work and meeting the targets set by the school
- provide a well-taught, balanced curriculum to meet his/her individual needs
- set and mark promptly, regular and appropriate homework recording it on [www.showmyhomework.co.uk](http://www.showmyhomework.co.uk)
- sign his/her 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 his/her 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 his/her work or behaviour
- keep parents/carers informed about general school matters and provide, at least termly, reports about his/her 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

INDIVIDUAL NEEDS DEPARTMENT  
REFERRAL FORM

NAME: \_\_\_\_\_ FORM: \_\_\_\_\_

HEAD OF YEAR: \_\_\_\_\_ FORM TUTOR: \_\_\_\_\_

REASON FOR REFERRAL (Please tick)

Specific Learning Difficulty	
Emotional Difficulties	
Behavioural Issues	
Attendance	
Other (please specify)	

SUMMARY OF CONCERNS

ACTION TAKEN TO DATE

**CONTACT WITH PARENTS** Please indicate what action has been taken to inform parents of concerns and record their viewpoint

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

**RELEVANT ADDITIONAL INFORMATION**

**REFERRED BY:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**RESPONSE FROM SENDCo**