

# **Beaminster School**

## **Policy and Procedures Statement**



<b><i>TITLE:</i> Behaviour Policy</b>	<b><i>MANAGEMENT:</i> Standards Committee</b>
<b><i>DATE APPROVED:</i> October 2025</b>	<b><i>REVIEW DATE:</i> October 2027</b>

### **Policy**

This policy outlines the measures that the school takes to: promote good behaviour, self-discipline and respect; prevent bullying; ensure that pupils complete assigned work and regulate their conduct.

It is based around the Beaminster School values of **Ambition, Service and Kindness**.

### **Context**

This policy reflects the Governors' written statement of general principles which is reviewed annually following consultation (Governors, Headteacher, school staff, parents and pupils). It acknowledges the school's legal duties under the Equality Act 2010 and in respect of pupils with SEN. The school sees partnership with parents as a key element for success. This policy should be considered in conjunction with other related policies.

### **The School Rules and Code of Conduct**

The school rules outline our expectations regarding good behaviour and discipline. Information about school rules is provided for parents and students in the School Prospectus (Parent Handbook), Staff Handbook, on the school website and in the school e-planner (Appendix 2).

### **Positive Behaviour Management**

A Positive Behaviour Management (PBM) system is used to support pupil behaviour and discipline. Information about PBM is provided for parents and students in the School Prospectus (Parent Handbook), the student e-planner and on the school website. Key aspects include the need to understand young people; an emphasis upon praise and reward (though there are clear sanctions); a consistent approach; mutual respect and the provision of opportunities for additional responsibility (Appendix 2).

### **Advice and Guidance**

The Department for Education provides guidance and advice for Headteachers, staff and Governing bodies in relation to: the school behaviour policy; teachers' powers; responding to poor behaviour; student conduct outside the school gates; detention; screening, searching and confiscation; and the use of reasonable force. This guidance and advice informs the school rules and PBM system.

### **General principles**

These are outlined on the next pages (Appendix 1).

### **Relevant Legislation**

Education and Inspections Act 2006 (2011/2016)  
School Standards and Framework Act 1998  
Education Act 2002 (2011)

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## General Principles

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### Behaviour

Through the overall school aims we strive to develop a trusting and caring environment, based upon mutual respect and understanding where all people are treated fairly. The school ethos is based on these aims and around the qualities of care, courtesy, consideration and common sense.

### Responsibilities

**Students** are expected to:

- Behave in an orderly, purposeful and sensible manner at all times
- Show courtesy and respect to all members of the school and visitors
- Be thoughtful, helpful and understanding to each other at all times.

**Parents** are expected to:

- Be aware of the school's pupil Behaviour Policy and actively support it, discussing any problems with the staff, Headteacher or Chair of Governors if necessary.

**Staff** are expected to:

- Set high standards of social behaviour, be polite, well-disciplined and consistent
- Listen to children, making it clear through their response that children's comments and reactions matter.
- Recognise that good classroom behaviour follows good practice in teaching and learning
- Seek every opportunity to explain and reinforce the code of acceptable behaviour, dealing fairly and firmly with those who do not maintain the high standards expected of them.

**Governors** are expected to:

- Refer all matters regarding discipline to the Headteacher or Chair of Governors who will discuss these matters together and with the staff if necessary
- Be familiar with the school policy and actively support it.

### School Trips and Visits

The agreed rules apply to all students. Staff will deal firmly and fairly with misbehaviour wherever it occurs. A record of incidents will be kept and will inform future participation. Incidents of serious misbehaviour on school visits will always be reported to parents.

### Transport To and From School

The school will always support providers and Dorset Council (DC) in dealing with transport-related behaviour incidents. If a student is behaving poorly, the company has the right to remove that child, with notice, for a fixed period of time.

### The Headteacher

Incidents reported to the Headteacher are considered serious. The Headteacher will consider appropriate sanctions in consultation with colleagues and further investigation if necessary. The Head reserves the right to place a student in an after-school detention, with appropriate notice if this is considered necessary.

### Exclusion (Suspension)

Wherever possible the Student Support and Guidance Centre (SSGC) is used for student withdrawal / internal suspension before the Headteacher considers a formal suspension. In very serious cases, and in accordance with local and national policies, it may be necessary to suspend a child. The suspension will either be for a set period, or permanently, with parents' right of appeal to the Governing Body. N.B. A one-day suspension is mandatory for first time smoking/vaping offences.

### Policy Review and Evaluation

The Headteacher has overall responsibility for the implementation and review of the Behaviour Policy

# BEAMINSTER SCHOOL

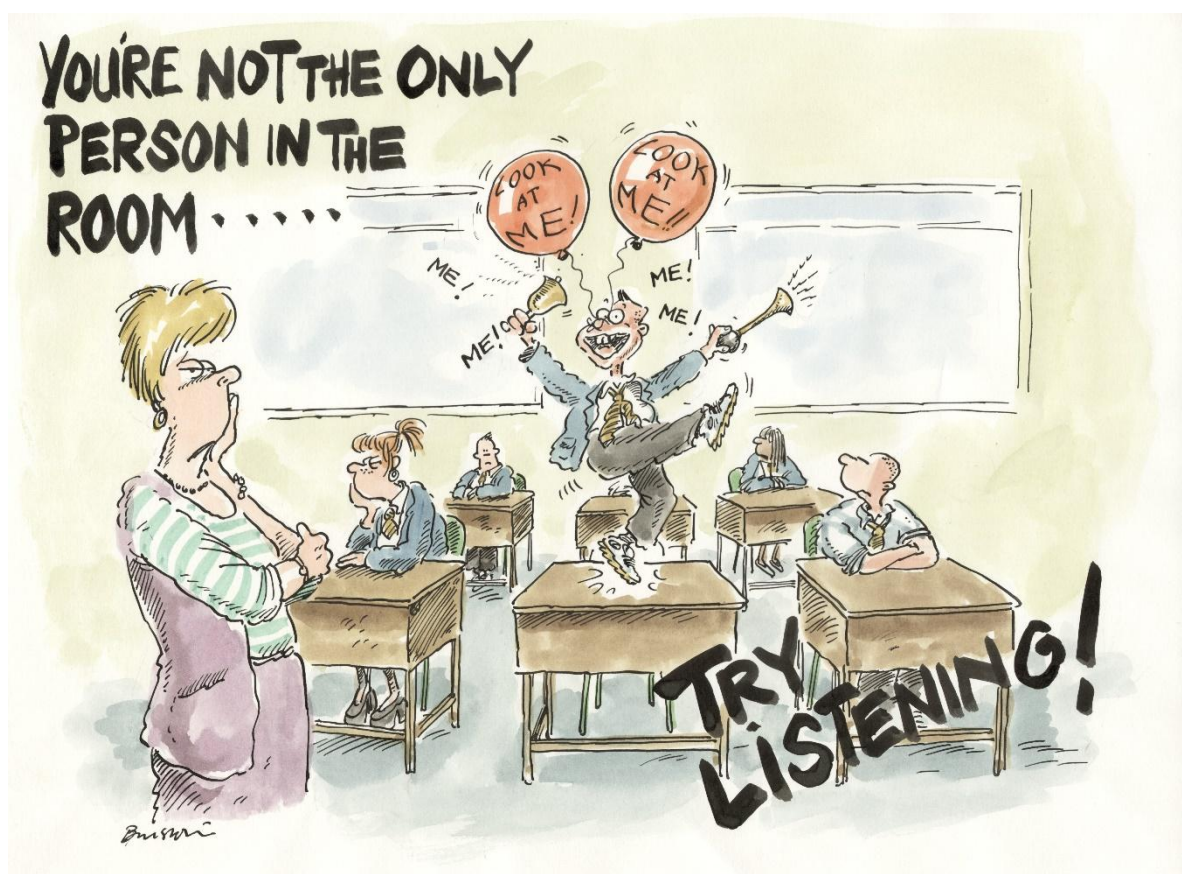


Ambition • Service • Kindness

## PBM HANDBOOK

### Positive Behaviour Management

#### Information & Guidance for Staff



2025.2026

# **PBM Handbook Contents List**

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# **Effective Positive Behaviour Management (PBM)**

## **Purpose of our PBM System at Beaminster is to:**

- allow all students to access Teaching & Learning – guaranteeing their right to achieve
- effectively manage pupil behaviour - to allow the teacher to teach
- effectively reward and sanction pupils
- facilitate fair, clear & consistent treatment of all pupils
- provide clear & 'easy to access' structures for all

## **What The PBM system at Beaminster does for:**

### **1. Students;**

- ✓ Recognises and acknowledges positive behaviour
- ✓ Provides clear boundaries, structures & routines
- ✓ Is perceived as fair
- ✓ Teaches them how to behave and meet expectations
- ✓ Facilitates respect, unity and excellence

#### **This is achieved through:**

- ✓ Teaching them about our expectations, structures and strategies
- ✓ Guidance from Student Guides

### **2. Teachers/Tutors**

- ✓ Provides a simple, clear and stepped structure
- ✓ Is easy to administer
- ✓ Gives ownership & empowerment
- ✓ Supports & provides CPD on Behaviour/classroom management

#### **This is achieved through:**

- |                    |   |
|--------------------|---|
| ✓ Guidance & CPD   |   |
| ✓ Formal Warnings  | Classroom Strategies – Reform, Deter, Protect   |
| ✓ Subject Catch-up | Correction, Reparation and work completion      |
| ✓ Behaviour Points | Inform and engage staff and students, vindicate |
| ✓ Subject Reports  | Inform and engage student and parents           |

### **3. Curriculum Leaders**

- ✓ Supports the maintenance of the highest standards of behaviour and achievement
- ✓ Helps to produce a thriving and positive environment where students are encouraged to learn
- ✓ Provides quality & timely information to allow ownership & identification – for the purpose of support/reward/sanction
- ✓ Supports students in accessing their subject
- ✓ Provides clear next steps and clarity about accountability

**This is achieved through:**

- |                           |                                    |
|---------------------------|------------------------------------|
| ✓ Guidance & CPD          |                                    |
| ✓ Behaviour Points        | As above. SEN Reg (as appropriate) |
| ✓ Letters Home            | Inform and engage parents          |
| ✓ Individual Action Plans | Target behaviour, engage, modify,  |
| ✓ WS Detention            | Engage, correct, inconvenience     |

#### **4. Year & Key Stage Leaders (DoLA)/SENDCo)**

- ✓ Provides holistic knowledge of all aspects of students' progress
- ✓ Provides a structure/system and ethos that fosters identity and belonging
- ✓ Gives clear and accessible record of interventions
- ✓ Allows for clear channels of communication and referral routes including with staff, parents & outside agencies
- ✓ Supports, empowers and provides the necessary flexibility to be effective and secure 'the right for all to achieve'

**This is achieved through:**

- |                     |   |
|---------------------|---|
| ✓ Guidance & CPD    |   |
| ✓ Behaviour Points  | As above. SEN Reg (as appropriate)                          |
| ✓ Letters Home      | Inform and engage parents                                   |
| ✓ Round Robins      | Inform, engage staff, target set, evidence base             |
| ✓ W/School Report   | MER, modify, communicate                                    |
| ✓ Lunchtime Report  | Target unstructured time, inconvenience                     |
| ✓ Behaviour IAP     | Target and modify unwanted behaviour                        |
| ✓ SLT Detention     | Engage, correct, inconvenience                              |
| ✓ Parental Meeting  | Inform and establish collaborative approaches               |
| ✓ Isolation in SSGC | Protect, mediate, modify, and provide respite               |
| ✓ Agency Referral   | Advise, support, target, modify behaviour                   |
| ✓ PSP Meeting       | Engage, clarify, support, retarget, Monitor/Evaluate/Report |
| ✓ COOS Referral     | Appropriation of needs-led provision                        |

#### **5. Senior Leaders/Govs**

- ✓ Efficient systems & structures to allow a strategic overview – particularly with regard to previous interventions
- ✓ A means of identifying that structures and systems are being followed (monitoring)
- ✓ A facility to ensure all matters are concluded or acted upon at the end of each day and all staff are informed

**This is achieved through:**

- |                    |  |
|--------------------|--|
| ✓ Behaviour Points | ClassCharts Reports                                  |
| ✓ Daily SSO report | Overview of high-level instances requiring isolation |
| ✓ At Risk Meeting  | Engage significant others and sign-post              |
| ✓ P. Exclusion     | Protect student populous                             |



**ACHIEVE**

# Beaminster School Code of Conduct

**B**ehave in a positive, courteous and respectful manner and live out our core values of Ambition, Service and Kindness.

**E**xpectations of you are high. Ensure you try your very best to meet them.

**A**ll requests by staff must be respected. Listen and respond positively.

**M**onitor your own performance and set yourself challenging and realistic targets.

**I**ndividuals count, so try to understand other people's point of view.

**N**ever forget the safety and well-being of others – keep to the left and move quietly and courteously around school.

**S**tart and finish each term positively, building on your successes and addressing your weaknesses.

**T**ake pride in our school – keep it clean and tidy, don't drop litter or eat in classrooms or corridors.

**E**xtend yourself – make the most of your opportunities at school and rise to challenges.

**R**espect the rights of others to learn and of the teacher to teach.

# Beaminster School Rules

**Adhere to the expectations, guidance and rules displayed on classroom walls:**

**Beaminster Code of Conduct and rules:**

- Our school Values
- Our 4 classroom rules
- Uniform and appearance expectations
- Daily routine, rules and expectations
- Student guides.

**You should always:**

- Come equipped for all lessons
- Meet all deadlines and be punctual
- Be polite and positive
- Set a good example
- Fulfil your potential and strive for excellence.

**Move around the school sensibly and with consideration:**

- Remove outdoor clothing on entering the building
- Keep to the left in corridors and on stairs
- Walk rather than run and keep entrances and exits clear
- Allow staff, school visitors and senior students 'right of way'
- Respect your environment – keep it clean and litter free
- Eat in the Canteen, or outside, not in classrooms or corridors
- Do not shout/scream or make unnecessary noise.

**The following items should not be brought into school:**

- Mobile phones (unless deposited in secure box in Reception)
- Hand held music or other electrical devices and cameras
- Controlled substances and/or associated items (excluding personal medication which should be handed in to first aid staff. Inhalers can be carried)
- Gum
- Tippex
- Knives or other items considered a weapon
- Fiddle toys (unless issued by a member of staff).

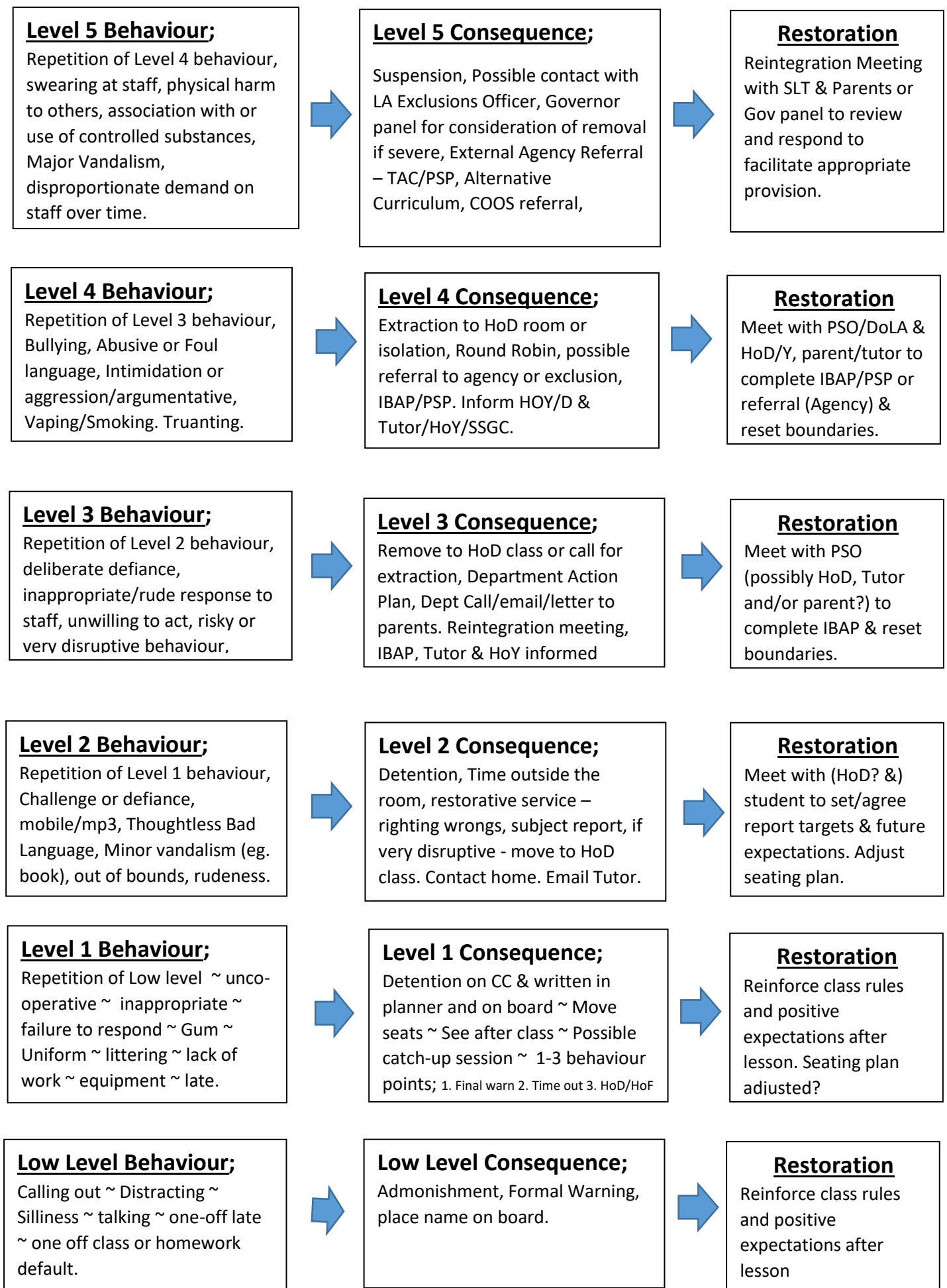
**The following areas are out of bounds:**

- Off site – unless a supporting note is shown or you are a Year 11 Prefect (Prefects must sign in and out at reception)
- Fleet Street as a route to and from school (unless your house is on it)
- The Sports Hall, the area around it and the 3G pitch and the Mountjoy School site
- The bus and car parks and paths leading to them
- Areas around the gym and Fitness Suit (thoroughfare only)
- Top fields by the bus park and area behind the Technology block
- Area surrounding the cricket pavilion, stores and long jump pits and cricket strip
- Area behind the Science block, around the tennis courts and the tennis hut
- The school field (October half term to start of Summer Term)
- Beyond the red line half way down the field (Summer)

No student should be on the school site before 8.30am or after 3.40pm (unless a supervised extra-curricular activity).



# Positive Behaviour Management (PBM)



## **Beaminster Classroom Rules**

1. **Preparation:** Arrive at the lesson with the correct books, equipment and kit
2. **Work:** Complete all class work and hand in homework on time
3. **Listen:** Be silent when the teacher is talking and show you are paying attention
4. **Manners:** Follow instructions – don't argue or answer back

## **Positive Behaviour Management through good, consistent classroom practice**

### **1. Lining up & entry**

Set the tone. Punctual and positive meet and greet starts the lessons off on a positive footing. Once calmly in the class, pupils should stand behind chairs and await your invitation to sit.

### **2. Seating plans and well-prepared pupils**

Most students understand that seating arrangements facilitate positive class dynamics. Pupils should expect to have to conform to a plan (Class Charts) and ensure books and pencil case are out and ready.

### **3. Starters & registers**

We all know that active engagement from the start generally helps to settle and prepare the class. Tasks on the board and explained asap is usually a positive start. Silent reading is also a good alternative way to calm the class. You can then use this time to complete the register in the first 10 mins - so we know everyone is accounted for.

### **4. Lesson tasks**

Active, engaging and differentiated tasks, time limited, with clear expected outcomes mixed with a 'can-do' approach and regular personal checks on understanding, usually aids pupil engagement and a positive response throughout their 60 mins. Try to ensure a period of silent work in each lesson and encourage independence.

### **5. Focus on the positive and recognise good habits/work**

**P** – promote the positive  
**R** – reduce negative stress  
**A** – acknowledge the person  
**I** – illuminate the way forward  
**S** – structure social interaction  
**E** – encourage continuous improvement

Mutual respect & consideration is vital. Ensure each child feels they have had some positive interaction with you every lesson. Give Verbal (quiet) praise and award achievement points – a little praise or words of encouragement go a long way. Tutors can display reward charts to foster positive competition.

### **6. Teach Good Behaviour**

Teach behaviour just like any other part of the curriculum – don't just expect it!

- ✓ Be specific in your rules or expectations
  - ✓ Tell students exactly what is expected of them
  - ✓ Check for understanding
  - ✓ Allow them to practice the skill
  - ✓ Constantly refer to the rule or skill
  - ✓ Use appropriate rewards for good choices
  - ✓ Evaluate and change, if necessary, remembering that if you change expectations, they need to be retaught.
- 7.

But even if you teach, reteach and refer to all your rules on a regular basis, there will still be pupils who choose not to comply. For these pupils it is now more about your own strategies. Consider using "take-up time":

- ✓ Give a direction to a pupil.
- ✓ Rather than following up with a sanction for non-compliance immediately, give the difficult student time and physical space to decide on their choice.
- ✓ Do not put them under physical or emotional pressure.

Backing a difficult pupil into an emotional or physical corner will often result in stubborn non-compliance or, even worse, severe confrontation. We are the adults: be prepared to give a little, not to compromise on established school and classroom rules, but to help the pupil make a good choice.

Teach & Learn beyond your classroom – help promote positive conduct and appearance before, during and after school in and outside of the building. Try to see other colleagues in action – this is one of the best sources of CPD.

## **7. Addressing poor behaviour**

Be consistent by using whole school systems and strategies to identify and deal with class or student issues early on. Use the Hot Spot Timetable, communicate with HoD/Tutor/HoY/SENDCo/DoLA for advice or support: Correct calmly and be solution focussed; Verbally warn, Formal Warning – Name on board, Time-out (max 5 mins outside) & detention, removal to other dept class - providing appropriate work. Dept sanction - based on the nature of the incident and other relevant circumstances. Inform tutor, but deal within the dept.

**Serious/dangerous behaviour or defiance/refusal to co-operate** - SSGC extraction. A reintegration meeting is always required before next lesson. Timely provision of appropriate work to complete in the SSGC helps enormously.

## **8. Dismissal at the end of the lesson**

Students should be standing behind chairs in readiness, once directed to. Tables & chairs should be straight and the room tidy. Leave row by row after the bell as directed and in an orderly manner, observing one-way systems or specified routes.

### **Teacher/Dept & parental escalation**

Escalation can sometimes be too quick and can often have the effect of disempowering the teacher/tutor. Dealing at teacher/tutor level first allows for possible escalation to HoD/HoY if it is later required. Parental enquiries should be directed to the class teacher or tutor in most instances, rather than HoD/HoY/SLT.

### **Dept based action is key**

Informing tutor (and possibly HoY) is great. They will deal if additional support is necessary or if the poor response/issue has come from a number of depts. Students on report should be managed day to day by their class teacher and tutor and referred on to the HoD & Tutor only if it is felt that insufficient progress has been made.

**Homework** – non-completion should be dealt with by Depts in a catch-up or support session. ClassCharts should be used to communicate lack of completion with home. Pupils should not attend whole school detentions for homework issues. DW takes responsibility for Detentions to free-up subject staff to support work completion within their department. However, failure to attend dept sessions should lead to a detention being issued.

**Assemblies, corridors & generally 'out and about'**. A collegiate response to support each other and give a consistent message to students about rules, expectations and authority of ALL staff is needed. If you see something that needs addressing please deal with it, don't rely on others. Flexibility remains with you about how you proceed, but if you ignore it (or simply pass it on when you could have dealt with it), it places an unfair burden on others. We have a great school. The majority of our students are happy, compliant and positive. Consistency in how we deal with them is really important both for our students and each other.

# 3-Step Escalation Route to address poor Classroom Behaviour

Stages can obviously be skipped if it is more than just repeated low-level behaviour

## Unwanted low level misbehaviour

Talking ~ Calling out ~ Distracting ~ Silliness  
~ not responding to requests ~ lack of work



### **STEP 1**

#### **WARN**

Write name on Behaviour  
Board in classroom



### **STEP 2**

#### **Detention**

Write on board & enter on  
Class Charts

1 point – if just a final warning

2 points - if send outside (5mins max)

3 points - if sent to HoD/HoF



### **STEP 3**

#### **LESSON REMOVAL**

Departmental IAP

## Creating a positive learning environment



### Meet & greet students

- ✓ **Greet each student**
- ✓ Positive first impressions
- ✓ Establish a personal connection & routine
- ✓ Build a rapport
- ✓ Reinforce expectations & set a positive tone



### Immediate activity

- ✓ **Starts the learning before the teaching**
- ✓ The activity should need no direction - routine
- ✓ 3-5 min pre/review task
- ✓ Use time to take the register & prepare



### High academic expectations

- ✓ **Be clear; Quiet vs Silent**
- ✓ Be economic with language
- ✓ Silent tasks: Entry > Do Now > Reading > Writing > End of lesson
- ✓ Use time intentionally, strategically & visibly
- ✓ Ambition & Enthusiasm

These skills are about doing things right and creating more efficient learners. Students need to be taught these skills and have them consistently modelled by staff - reinforced each and every lesson, so it becomes habitual.

## A great lesson should have most of the following

Clear & established routines - Considered seating plan - Clear objectives - Differentiated tasks - Periods of silent work - Ongoing formative assessment/responsive teaching - Shared learning outcomes/discussion - Stretch & challenge - Academic rigour & pace - A variety of tasks & resources - Individual and pair/group work

## Addressing poor classroom behaviour

### STEP 1 - WARN

#### Write name up on the board

- ✓ Warn of next steps
- ✓ Settle the class



### STEP 2 - DETENTION

#### Add 'D' by name up on the board

- 1 Final warning (1pt)
- 2 Time out of class (2pts)
- 3 Send to HoD/HoF (3pts)

**Record 1-3 points (see above) on ClassCharts**



### STEP 3 - REMOVE

#### Phone SSGC or send a 'runner' to reception

- ✓ PSO to collect
- ✓ Removed to SSGC (or via SEN Dept)

**Nb. Do not send students to SSGC**

# Classroom Expectations at Beaminster

[Displayed in each classroom]

## Help to build a positive learning environment



### Meet and Greet

Come in quietly, equipped and in full school uniform  
Greet your teacher positively  
Get ready to learn



### Immediate Activity

Settle quickly and quietly. No talking  
Equipment & books out asap  
Complete the 'Do Now' task straight away



### High Academic Expectations

Face the front  
Organised and ready to learn  
Communicate appropriately  
Understand the task - ask Q's  
Sit up and engage



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## How poor classroom behaviour will be addressed

### STEP 1 - ONE WARNING



### STEP 2 - DETENTION



### STEP 3 - REMOVAL

#### Name written on the board

1. Do not argue
2. Address your behaviour
3. No further action required
4. **If no change – Step 2**

#### Detention Issued

'D' written next to your name

Points added to ClassCharts:

1. Final warning (1 point)
2. Time out of class (2 points)
3. Send to HoD/HoF (3 points)
4. **If no change = Step 3**

#### Removed from class (SSGC)

1. You will get 6 negative points
2. You will be isolated
3. Parents will be contacted
4. **Your tutor & HoY will be told**

# Monitoring & Intervention 2025-26

## Class Charts Analytics page & Portal

Allows tutors to monitor the ongoing performance of their groups:

- ✓ Achievement Points
- ✓ Behaviour Points
- ✓ Attendance

Keeping an eye on thresholds

Regular reports circulated to show patterns of:

- ✓ Detentions
- ✓ Isolations
- ✓ Lesson removals
- ✓ Uniform transgressions
- ✓ Attendance & Conduct

## Other information sharing/data:

- ✓ Monthly Year Landscapes
- ✓ Additional Needs Register
- ✓ PASS Report/Analysis
- ✓ Inclusion Newsletter
- ✓ Meetings: Tue am, Year, PMT
- ✓ Termly Reports + analysis
- ✓ Student Service Spreadsheet
- ✓ Student of the week reviews

## Achievement Points

<b>750</b>	Francis Tucker Award
<b>500</b>	Governors Certificate
<b>400</b>	Headteachers Certificate
<b>300</b>	Deputy Headteachers Certificate
<b>200</b>	Key Stage Directors Certificate
<b>150</b>	Head of Year Certificate
<b>75</b>	Tutor Award

**Weekly** - Achievement Board; email home

## Certificates, Praise Postcards & Raffle

### Reports

**Heads** Certificate - All 2's or above

**HoY** Certificate - No more than one 3

### Praise Postcards

**3** per class - per half term, in all subjects

### Termly Raffle & Prizes

**Prizes/Tickets** purchased - 10 AP per RT

## Behaviour Points

<b>200</b>	Governors Panel +
<b>150</b>	Head - Suspension +
<b>100</b>	Deputy Warning – Suspension +
<b>75</b>	DoLA Warning – ASD + Parents in
<b>50</b>	HoY Warning– ASD + Parent in
<b>20</b>	Tutor Warning– Detention + Coms

**Other Accumulative: 10 in a week** - ASD

## Accumulative Detentions

**5 x** After School = Suspension

**3 x** After School = Isolation

**3 x** Detentions in ½ term = After School

### Missed Detentions

**Miss x 2** After School = Suspension

**Miss x 1** After School = Isolation

**Miss x 1** Lunchtime = After School

## Isolations/Removals

<b>10</b>	Governors Panel
<b>6</b>	Head – formal meeting
<b>5</b>	Deputy Warning – Suspension +
<b>4</b>	DoLA Warning - ASD + Parents in
<b>3</b>	HoY Warning – ASD + Parents in
<b>2</b>	Tutor Contact with parents
<b>1</b>	PSO email Home

## Attendance

**> 80%** = Panel - Possible legal action

**> 90%** = Letter 2 + Meeting/other

**>95%** = Letter 1

**> 97%** = Welfare check by tutor

**Holiday**= Letter (Fine if 5 days +)

### Punctuality

**2 Lates** = Lunchtime Detention

## Supporting the role of the tutor

- ❖ By improving and centralising access to performance data – ClassCharts Analytics + Portal
- ❖ By looking at ways to provide the required time to consistently monitor all forms of student performance > communicate concerns with students/parents/colleagues > support tutees.

### Core Tutor Tasks:

- ✓ **Identify** emerging patterns of behaviour/attitude to learning/attendance/SEMH/academic progress from all data made available.
- ✓ **Communicate** concerns through: 1:1 advice/guidance/support conversations with the student, liaison with staff and direct & early communication with parents.
- ✓ **Discuss and plan** appropriate interventions; sanctions/incentives/rewards/specific monitoring/meetings etc and warn of next steps (escalation to HoY or BSS as required/appropriate) & communicate this with parents, student and other staff (as required).
- ✓ **Encourage** participation in the wider life of the school; assemblies, clubs, leadership opportunities, house events, charity fund raising etc.
- ✓ **Contribute to** regular year group celebration events and assist students in keeping a record of their achievements.

**Attendance** – Ensure you are aware of reasons for anyone under the school target of 97%. Communicate with the attendance team if a particular pattern emerges. Escalate if interventions don't bring about sustained change.

**Behaviour/Achievement Points** – Monitor ClassCharts and communicate concerns with child/parents/HoY.

**Detentions** – monitor reasons and intervene if a pattern emerges that requires an intervention to prevent continued detentions eg. Address persistent homework, uniform, conduct issues and communicate directly with parents.

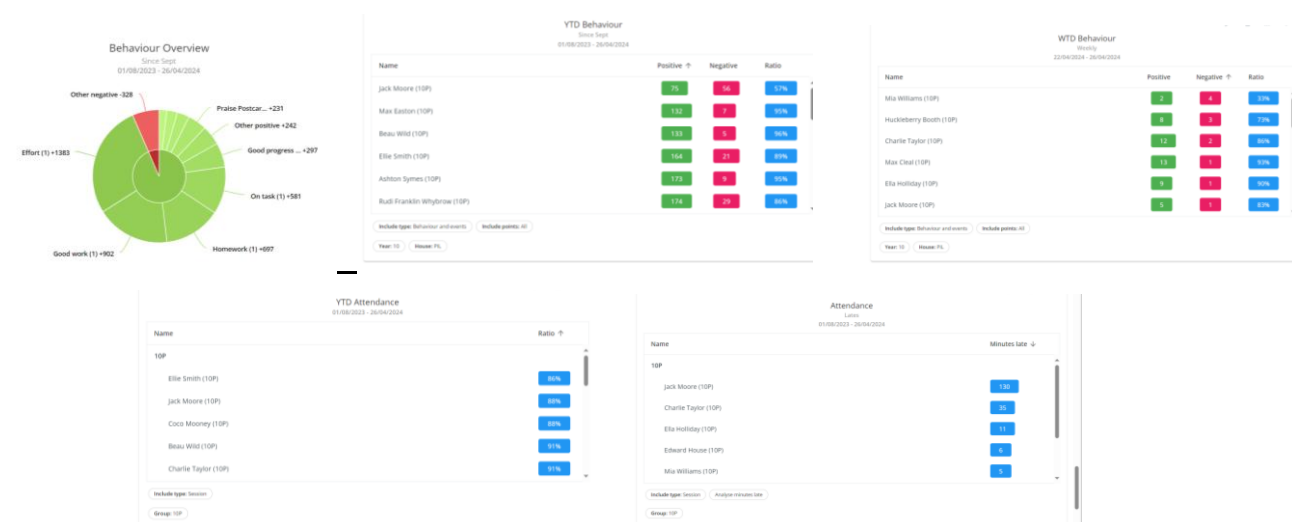
**Isolations/Lesson Removals** – Contact parents on second one - to express concern and warn of next steps. Discuss with pupil and put in place any necessary interventions – liaising with subject staff as necessary.

**Uniform & equipment** – Daily/regular checks – promptly communicate concerns to parents after any identified issue and ensure it is immediately addressed (uniform replaced or pass issued or equipment handed out).

**Lateness/Truancy** – record morning punctuality and monitor lesson punctuality - discuss concerns with student and HoY and inform parents of any concerning patterns emerging.

**General Progress/subject performance** – Review AMD outcomes, subject reports, and celebrate achievements. Look for cross subject issues and monitor performance and attitude to learning. Inform parents of common themes.

## ClassCharts Analytics – giving you accessible tutor group performance data





# **Rewards**

To be effective, positive feedback and rewards need to be earned quickly, represent what pleases the student, and must always pay-off.

Below is a list of ways we reinforce positive behaviour at Beaminster. Many are already embedded in our daily practice and are easy to administer, others require a more planned approach. There is a catalogue of rewards – material gifts and vouchers available in the ClassCharts shop.

## **Rewarding Compliance**

Each Half Term students will automatically earn points for attendance and no negative behaviour points

## **Rewarding Endeavour and Achievement**

### **A. Whole School Rewards**

- a) **Certificates:** Bronze: 100 points, Silver: 200 points, Gold: 300 points and Platinum at 400+ points
- b) **Termly Raffle Draw;** Raffle tickets purchased with points
- c) **Termly House Lunch;** based on points totals
- d) **Shop;** purchase a full range of items and vouchers

### **B. Teacher/Tutors rewards**

#### **Instant**

- ✓ Individual (quiet) or group (public) verbal praise or positive comment (email tutor/parent)
- ✓ Non-verbal acknowledgement - smile, nod, thumbs-up, OK sign
- ✓ Points and/or sticker/stamp
- ✓ First out to break or lunch (early pass)
- ✓ Free time or extra time on a valued activity – computer, recreational reading etc

#### **Accumulative**

- ✓ Phone call or note in book, or email/letter home.
- ✓ Take a question off a future test – following excellent oral contributions in class
- ✓ Marble Jar/points system – for whole group reward - earned for observable, positive behaviour
- ✓ Select who to sit next to the following lesson – for consistent concentration in lessons
- ✓ No homework voucher – given after meeting deadlines for a specified number of homeworks
- ✓ Reward Jar – sweets
- ✓ Titles/Cups/Shields/Certificates/celebration board for; endeavour, attendance, improvement, excellence
- ✓ Lunchtime activity with popcorn/cake etc

### **C. Head of Department rewards**

As above plus; Half-Termly Praise Post Cards (top 15 in the year) = points, certificates. Dept specific recognition eg. Honours board for effort/best classwork or homework/most improved/highest test result/class of the month etc

### **D. Head of Year rewards**

As above plus; certificates following reports for high achievers = points and Excellent/100% attendance = points. Year specific recognition eg. Celebration assemblies, Honours board for effort/most improved/tutor group of the month etc

# **Dealing with Difficult Student Behaviours**

## **General Conduct/Behaviour**

- Formal Warnings & Detentions; Period out of room, Transfer to another class, Subject Support Sessions, Report, IAP, formal isolation, Meet parents, Round Robin, IBAP
- Emergency Removal by SSO (1 lesson +) – letter home, reintegration meeting
- PMT – Weekly/fortnightly Meeting to assess level of input required (Report, SSGC, SENCo, External Agency)
- Accumulative points – Tutor Letter, HoY letter, DoLA letter, SLT letter – on report. Referral to Student Services.
- Place agreed in SSGC with review & reintegration package – parents involved
- PSP; Formal Appraisal – file collation in prep for external involvement eg BSS
- Advise Exclusions Officer – at risk of exclusion. Turn around placement
- Suspension; 1 – 46 days
- Meet with Governors Disciplinary Committee
- Exclusions Panel – next steps; dual registration, managed move, permanent exclusion

## **Attendance**

- Monitored on Sims/Class Charts - weekly print outs of >95% to HoY, concern from staff
- Telephone call from the school - daily to known truants and those not in school and/or not informed by parents
- Staged letters from the school – outlining issues and possible next steps
- Leave of absence requests (usually refused) viewed in the light of attendance, year group, calendar & impact – only exceptional circumstances will lead to authorisation
- Referral to Locality Attendance Team – 85% or less – letter, call, home visits, meetings
- Panel meeting – to agree ways forward (Attendance Team & DoLA). Referral to Student Services.
- Review Meeting – to monitor progress and assist (Attendance Team)
- Legal Action - Locality Attendance Team

## **Punctuality**

- Monitored on Sims/Class Charts – students return to ‘catch-up’ on Thurs if thresholds not met (DW)
- Signing in & out book reviewed daily and calls made home as necessary
- 2 Lates or 15mins late in a term – detention and PBM points & warn loss of place on year trip
- 10 lates = loss of place on trip & points
- 20 lates = Parents in to see HoY
- On report – for attendance and punctuality
- Letter home if a pattern of morning lates occur. Referral to Student Services.
- Referral to Attendance Team (if morning registration)
- Planning Meeting – morning lates to establish way forward

## **Uniform/Dress/Appearance**

- Confiscations/replacement and correction (Detentions at discretion of staff)
- Box in reception for staff to place confiscations in
- 1 Confiscation = 5 points, collect at the end of the day
- 2 Confiscations = 7 points, parents to collect, warn of loss of place on year trip
- 3 Confiscations = 10 points, parents to collect, loss of place on year trip
- 4 Confiscations = 15 points, parents in to see HoY
- Specific Letters
- Isolation
- Sent home
- Mobile phones – deposited in safebox, if confiscated parents to collect (as above)

## Coursework/Homework defaulters/underachievers

- Department action – monitoring (ClassCharts), identification, support/catch-up sessions and referral to Tutor for information
- Tutor/HoY/DoLA Action – Detentions & points monitored and patterns identified across subjects
- Referred to Homework Club
- Letters home from departments and/or HoY to express concern
- Parents in to discuss next steps. Referral to Student Services.
- Compulsory coursework catch-up sessions – using curriculum time, Thursday after school (DW) and PDDays

## Controlled Substances; Tobacco, Alcohol, Drugs

### Vaping/Tobacco/Smoking/Nicotine pouches

- All parts of the school premises are no smoking/vaping zones
- If found vaping/smoking, with vapers/smokers, or carrying materials used for vaping/smoking or with nicotine pouches etc, there will be a one day suspension and a referral to a health professional. If contraband is hidden in underclothing parents will be summoned to carry out a search.
- Second offence will result in a return on a PDDay to have a talk with a health visitor or school nurse and to do additional study or community service. Plus, loss of break and lunchtimes.
- Third offence will result in the same as the above
- Fourth offence will result in the above, plus a meeting with a governor to highlight closeness to serious school action

### Alcohol

- Possession or consumption of alcohol on the school premises, during school activities, or on the way to and from school is forbidden
- If caught in possession of alcohol a suspension will be applied
- If under the influence a Permanent Exclusion will be considered

### Drugs

- Possession or consumption of any controlled substance on the school premises, during school activities, or on the way to and from school is forbidden
- If caught with Drugs a significant suspension will be applied
- If caught dealing Drugs a Permanent Exclusion will usually be applied
- Police will usually become involved

### Theft

- Statements will be taken and pursued
- Individual searches undertaken as deemed appropriate by a member of SLT
- Police Involvement where deemed appropriate



## Lesson Extractions

1. The expectation is that the PBM protocol will have been observed prior to the request for a lesson extraction (warnings, formal warnings, detention, time out, removal to another classroom, involvement of HoD/HoF etc. as appropriate)
2. A TA, or trusted student, is to be sent to reception to request the SSO or SLT member on call
3. On SSO arrival, the teacher is to provide a brief reason for removal and provide work to be done in the SSGC Isolation room. The teacher will be given the opportunity to identify an appropriate time for the reintegration meeting prior to the next lesson.

### **SSO:**

- ✓ removes the student to the Isolation room in the SSGC
- ✓ settles the student for work and gets them to complete a reflection form
- ✓ Establishes when the student next has that teacher/lesson
- ✓ Agrees a proposed reintegration meeting time (for a breaktime prior to their next lesson).
- ✓ Sends a standard email home (stating when the reintegration meeting is to be held).
- ✓ Emails; Teacher requesting extraction, HOD, Tutor, HoY, DoLA, SLT the proposed reintegration meeting time.
- ✓ Sorts out appropriate work for the isolated student to undertake and forwards any completed work (in pre-filled envelopes) to reception for circulation to staff pigeon holes

**What if the SSO is unavailable?** Reception will check availability of staff in the following priority order until someone is able to attend.

- a) Assistant Headteacher > Deputy Headteacher > Headteacher
- b) Directors of Learning and Achievement
- c) Head of Year
- d) Head of Department



# **Beaminster Student Services Referrals**

## **Student Concern - All tutor interventions exhausted**

HoY & others consulted to see if there is any more that can be done at this level. If not, referral made by the TUTOR



**Tutor completes Student Services referral form and emails to Student Support Secretary (who records it centrally) and sends to Service Lead**

Attendance (DoLA), Safeguarding (KQ), Learning (RB), Mental Health (DoLA)  
Behaviour (DoLA), Medical (SD) Family (DoLA)



## **Service Lead (CJ/JS/SW/RB/SD/KQ) decides next steps**

Identifies the most appropriate Lead Professional, completes the form and emails the referral to Student Support Secretary (SC) and the identified Lead Professional



## **Student Support Secretary (SC) sends standard BSS letter home**

completes the SS spreadsheet and adds the referral form to the tutor file on T-Drive



## **Identified Lead Professional completes fortnightly reviews**

Adds or changes interventions, communicates with parents (as necessary) & records outcomes on the referral form. Students can be escalated or de-escalated at any review



## **Service Lead completes summative evaluation with Lead Professional after 6 weeks**

Decisions made about next steps – Service Lead & SLT

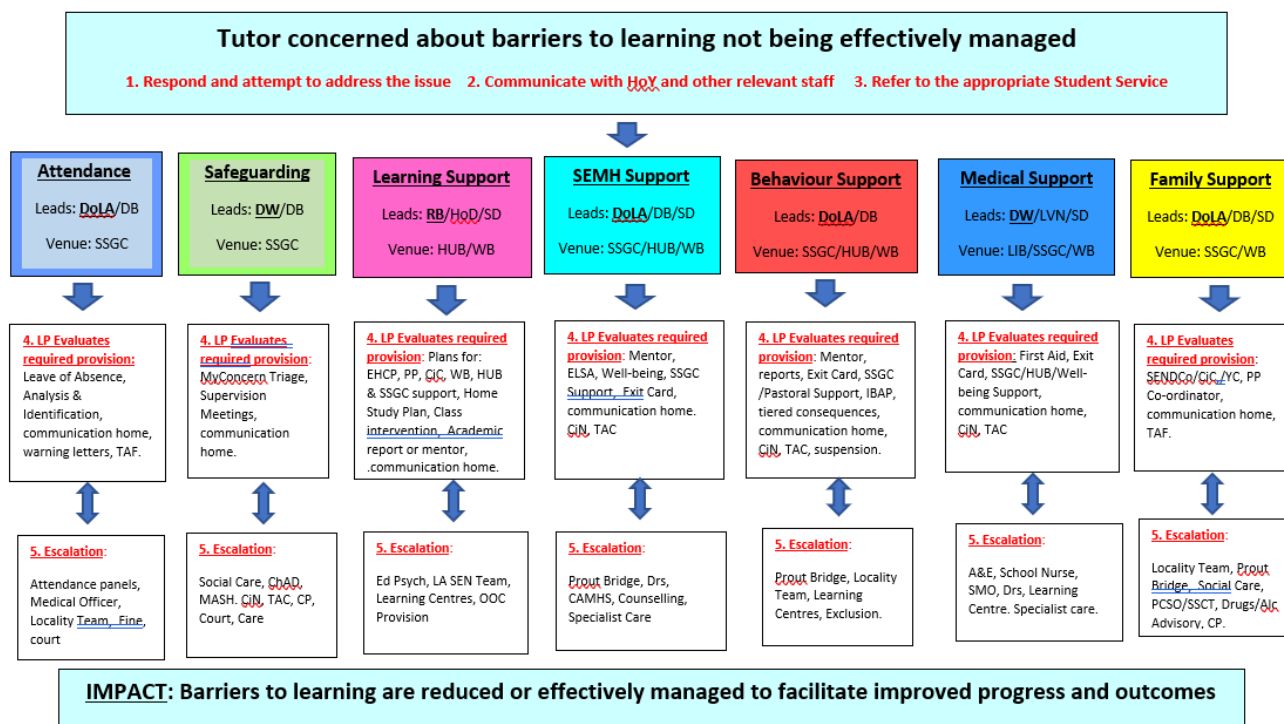


# Beamminster Student Services



## Our 5-Step response to student need at Beamminster

1. Identification 2. Communication 3. Intervention 4. Evaluation 5. Escalation



## Why might we need BSS for Attendance?

### Attendance

Every student has a target of 97%. If it is below that for a student and falling, or if more than 5 days absent (for questionable reasons) and there is no sign of improvement after the **tutor** has:

- ✓ Communicated with home
- ✓ Instigated rewards/sanctions
- ✓ Given Advice & Guidance
- ✓ Warned that a referral to Student Services will be made if absence levels continue to rise.
- ✓ Received a copy of letter(s) sent by the attendance team

### Attendance Matters

0 days absence	100% Attendance Outstanding
4 days absence	98% Attendance Impressive
7 days absence	96% Attendance On Target
9 days absence	95% Attendance Needs Improvement
13 days absence	93% Attendance Concerns
19 days absence	90% Attendance Very Concerned
29 days absence	85% Attendance Serious Concerns

# Why might we need BSS for Attitude to Learning?

## Attitude to learning

If A2L report grades for lessons and homework are poor or continued concerned is expressed by multiple subject staff despite:

- ✓ Clear subject interventions.
- ✓ Advice & Guidance from the tutor.
- ✓ Periods on Tutor Report.
- ✓ Tutor communication with home.
- ✓ Rewards/sanctions used to incentivise/punish.
- ✓ Warnings given about likely referral to Student Services if no improvement is seen.

## WHICH ARE YOU? WHICH WILL I REPORT?

### HIGHLY ENGAGED

POSITIVE, MOTIVATED, RESILIENT, CURIOUS FOR KNOWLEDGE, CLEAR LOVE OF LEARNING.

### ENGAGED

HARD-WORKING, ENTHUSIASTIC, POSITIVE, CONTRIBUTES, SEEKS TO IMPROVE THEIR WORK.

### PASSIVE

EFFORT VARIES, INCONSISTENT ATTITUDE, RELUCTANT TO CONTRIBUTE, COMPLIANT, LACKS DEPTH AND DETAIL.

### DISENGAGED

POOR EFFORT, OFF-TASK, LITTLE CONTRIBUTION, EASILY DISTRACTED, DISTRACTS, INCOMPLETE WORK.

# Why might we need BSS for Academic under-performance?

## Academic Outcomes

If a pupil is under target in 3 or more subjects despite tutor:

- ✓ Advice & Guidance.
- ✓ Periods on subject and/or Academic Report.
- ✓ Communication with home.
- ✓ Rewards/sanctions instituted.
- ✓ Warnings given about the possibility of a referral to Student Services.

“High achievement  
always takes  
place in the  
framework  
of high expectation.”

Charles Kettering

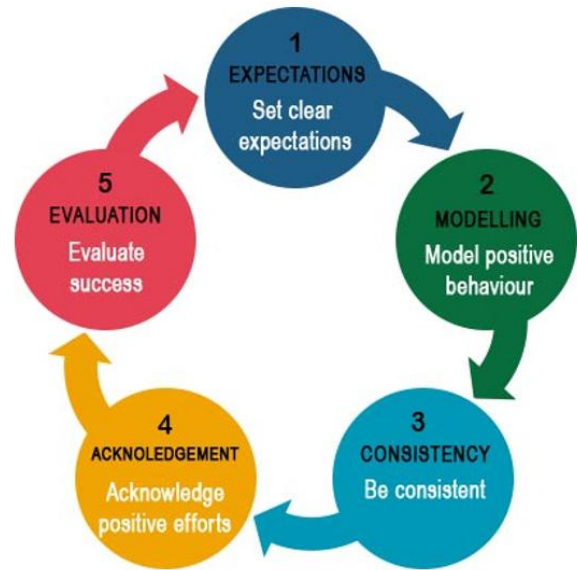


# Why might we need BSS for Behaviour?

## Behaviour

Poor conduct in or/and outside of lessons, rising behaviour points/detentions and/or isolations despite tutor:

- ✓ Providing Advice & Guidance.
- ✓ Communicating with home.
- ✓ Putting them on periods of report
- ✓ Holding restorative meetings
- ✓ Providing Incentives or Rewards
- ✓ Giving warnings about referral to Student Services if no improvement is seen.



# Why might we need BSS for SEMH, Medical or Family issues?

## Social, Medical, Emotional and Mental well-being

Continued concerns expressed about the management of specific elements of well-being despite:

- ✓ Strong pastoral care.
- ✓ 1:1 Tutor support.
- ✓ Tutor communication with home/others.
- ✓ Tutor Advice and Guidance.
- ✓ Brokering access to internal support eg. Well-being.





# How do tutors access support from BSS?

## Tutor Escalation:

1. Continued concerns should be communicated to the HoY - for advice and support and to double-check nothing more can be done (with the support of others) at tutor level.
2. A referral should then be made to a specific service within Student Services – outlining the concern and what interventions have already been put in place.



REFERRALS



## A very simple referral form needs to be completed...

- Centrally held in T Drive > Teaching Staff > Student Services
- The Tutor just fills in the top part of page 1 of the referral form and emails it to Sharon.

### Beaminster Student Services Referrals

**Student Concerns** – All tutor & departmental interventions exhausted

**Tutor** completes Student Services referral form and emails to the **Area Lead** (see below)

**Area Lead** (see below) decides next steps

**Pastoral Secretary** (see below) sends standard BSS letter home

**Identified Lead Professional** completes fortnightly reviews

**Identified Lead** completes summative evaluation with **Lead Professional** after 6 weeks

### Beaminster Student Services Student Referral Form

STUDENT	NAME	DATE
SEN STATUS	SEN	PP STATUS
STUDENT IS BEING REFERRED TO SEN/PP (SEN/PP) Behaviour		
Referral: Description of concern and action taken to date (Subject, Tutor and SEN/PP)		
Decided upon/proposed outcome		
Lead Professional Targets & actions		

**Recommended interventions:**

Classroom Intervention/Exit Card	<input type="checkbox"/>	HLS/SP	<input type="checkbox"/>	CH	<input type="checkbox"/>
Parent Letter/Meeting	<input type="checkbox"/>	SSOC	<input type="checkbox"/>	TAC	<input type="checkbox"/>
Report to Learning Support	<input type="checkbox"/>	Counselling	<input type="checkbox"/>	TAF	<input type="checkbox"/>
Mentor	<input type="checkbox"/>	CASHS	<input type="checkbox"/>	CHAD	<input type="checkbox"/>
Supervision/Evaluation	<input type="checkbox"/>	Locality	<input type="checkbox"/>	Social C	<input type="checkbox"/>
School Nurse/SNO	<input type="checkbox"/>	SS Panel	<input type="checkbox"/>	Ed Psych	<input type="checkbox"/>
Supervision/Evaluation	<input type="checkbox"/>	Locality	<input type="checkbox"/>	Counselling	<input type="checkbox"/>
Learning Centre/COG	<input type="checkbox"/>	SSCT	<input type="checkbox"/>	Police	<input type="checkbox"/>
LEA SEN Team	<input type="checkbox"/>	CIC/SEN	<input type="checkbox"/>	EHCP	<input type="checkbox"/>

**LEAD** (SEN/PP/SEN/PP) **DATE**

**NAMES CODE** (SEN/PP/SEN/PP)

**FORTNIGHTLY REVIEW DATES AND OUTCOMES** (Lead Team to complete this section)

Progress made and identified next steps

1) Date:

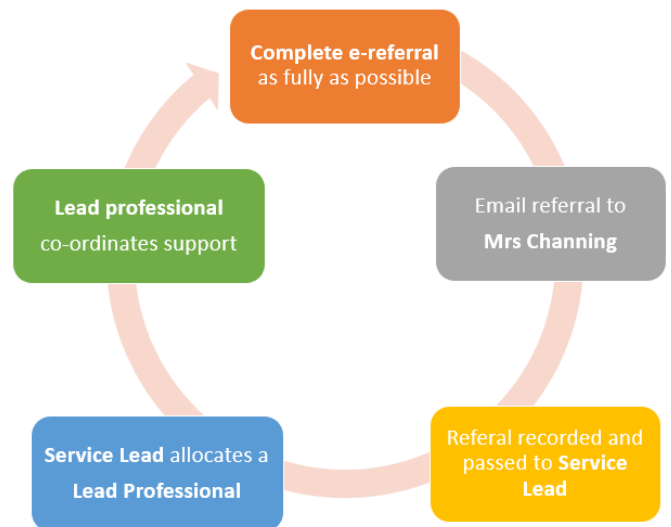
2) Date:

Progress towards targets:

Next Steps:

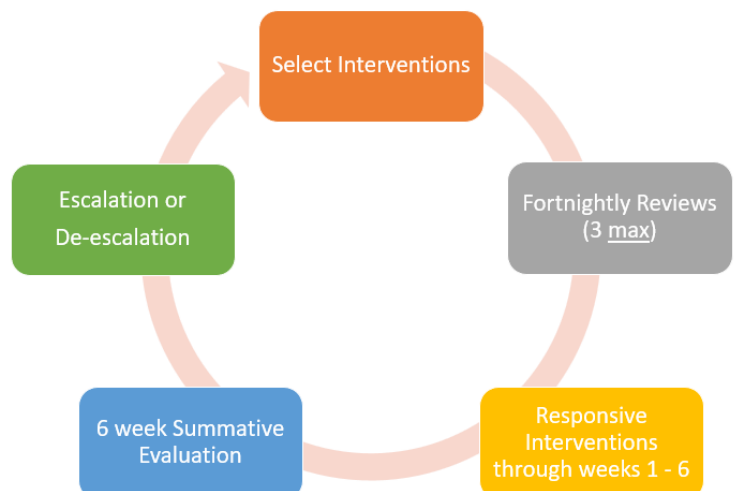
# What happens next?

- The **e-Referral** is received by **Mrs Channing** and forwarded to the **Service Lead**:  
Char/James/Sarah/Richard/Dave.
- The Service Lead **reviews the referral**, appoints the most appropriate **Lead Professional** (to oversee next steps), and forwards the referral to them.



# What happens after that?

- The **Lead Professional** then selects the next phase of **interventions, sets targets** for the students and formally **reviews and records progress every fortnight** for up to **6 weeks**.
- If **progress** has not been made within **6 weeks** the Service Lead reviews next steps – possibly considering **Alternative Provision**



# How can I monitor a member of my tutor group?

- The BSS spreadsheet shows all active referrals in **BLACK**. You can access their referral form by clicking on the initials of the lead professional – you will be able to see their targets and monitor their progress towards them each fortnight.
- The students in **GREY** are those we are either monitoring, those who already have some whole school intervention, or those who may soon be referred to SS – just so everyone can see who is 'on radar'.

STUDENT						Referral Date	Service Referred to (Att/SG/SEMH/Beh/Med)	Service Lead	Lead Profesional Appointed
Surname	Forename	Reg	PP	SEN	Referred by				
Allcock	Cameron	11E	No	N	IR				JRS
Allen	James	7W							
Atkinson-Webb	Noah	8E	No	Y					
Backhouse	Missy	11M	No	N	IR				DW
Baldwin	Sadie	11P	Yes						

24 TRACKER

## Year 9 Student Services Overview



2023-2024

### Current & Previous Referrals

- ✓ Max Hyland 9E
- ✓ Jay Carver 9L
- ✓ Reggie Saint 9M
- ✓ Leon Thompson 9P
- ✓ Bobby Ashton 9L

BEH  
ATT/BEH  
BEH/SEND  
ATT  
BEH/SEMH

### Leavers/AP Placements/Dual/PT

- ✓ Kaleb Butcher 9P
- ✓ Zara Cross 9E
- ✓ Alfie Woodcock 9E
- ✓ Dulcie Hill 9E

BEH  
SEMH  
SEMH  
SEMH

### Consider/monitor...?

- ✓ James Devine 9M
- ✓ Jack Wright 9L
- ✓ Vinnie Hill 9M
- ✓ Jay Richards 9W
- ✓ Shay Gullip 9P
- ✓ Lisa Salloum 9E
- ✓ Ruben Christov 9P
- ✓ Lennie Talbot 9L
- ✓ Ella Gale 9E
- ✓ Lola Kehoe 9W
- ✓ Andrew Guppy 9E
- ✓ Matilda Diamond 9E
- ✓ Molly Guppy-Brown 9M
- ✓ Riley Polson 9E
- ✓ Lola Kehoe 9W
- ✓ Molly Guppy 9L
- ✓ Lily Price 9M

BEH  
BEH  
BEH/SAFE  
BEH  
BEH  
BEH  
BEH/ATT/SAFE  
BEH  
SEMH/ATT  
SAFE/SEMH  
ATT  
ATT  
SEMH  
SEMH  
SEMH

### Notes

## Year 8 Student Services Overview



2023-2024

### Current & Previous Referrals

- ✓ Charlie Walkley 8P
- ✓ Toogan Harmer 8P
- ✓ Lily Davis 8L
- ✓ Will Cook 8L
- ✓ Alisha Hoare 8L
- ✓ Misha Goad 8E
- ✓ Ashleigh Lockhart 8L
- ✓ Anaia Polson 8W

BEH/SEND  
BEH  
BEH  
BEH  
ATT  
SEMH/ATT  
SEMH/SAFE  
BEH/ATT

### Leavers/AP Placements/Dual/PT

- ✓ Maisie Pickford 8P
- ✓ Alex Martins 8L

SEMH/ATT  
MED

### Consider/monitor...?

- ✓ Fayal Jadviji 8P
- ✓ Bentley Ellard 8M
- ✓ George Matthews 8W
- ✓ Jack Wright 8L
- ✓ Jack Hyde 8P
- ✓ Addison Stone 8E
- ✓ Betty Pickford 8P
- ✓ Alfie Cleal 8E
- ✓ Will Rodway 8M
- ✓ Amelia Rowe 8P
- ✓ Rose Reed 8W
- ✓ Thomas Guppy 8E
- ✓ Noah Atkinson-Webb 8E
- ✓ Isabelle Guppy 8P
- ✓ Adam Hutchinson 8M

BEH  
BEH  
BEH/ATT  
BEH  
SEMH  
ATT  
ATT  
ATT/BEH  
BEH  
ATT/BEH  
SEMH/ATT  
SAFE/SEMH  
SEMH  
SEMH  
SEMH

### Notes

## **APPENDIX**

1. Student expectations during the school day
2. Wet Weather Protocol
3. Student guide to being successful
4. Student guide to staying out of trouble
5. Admissions & Home/School Agreement
6. Uniform & Appearance Regulations
7. Best Guide to Behaviour
8. PASS – Guidance & Analysis



# Expectations of students throughout the school day

## ARRIVAL AND REGISTRATION

1. On arrival go straight to your allocated year area where your Head of Year will greet you
2. **Years 7 and 8** to line up in alphabetical order in the main **courtyard** (Year 8 outside science)
3. **Year 9** to line up in the **tennis courts**
4. **Year 10** to line up **outside the LRC**
5. **Year 11** to line up **outside the Canteen**
6. Your Head of Year will indicate when to prepare for your tutor's arrival, at which point you should straighten your line and stop talking. Messages will usually be given at this point
7. Your tutor will then lead you to your tutor base or straight to assembly.

## ASSEMBLIES

1. You should arrive quietly as a tutor group - in a single line, with outdoor garments removed and uniform correctly worn
2. Once inside you must remain silent and settle quickly
3. At the start or end of many assemblies you will be asked to bow your head for a few moments silent prayer or thought
4. At the end of the assembly you will be instructed to leave row by row through front and rear entrances. This should be done quietly, sensibly and in single file
5. Ensure you go directly to your lesson. Do not wait in corridors or outside for friends.

## BEFORE AND DURING LESSONS

1. Go directly to your lessons
2. Lateness is recorded and accumulative lates could cost you a lunchtime or even a day of your holiday
3. Line up quietly outside the room or in the courtyard as directed by the member of staff and ensure you are prepared for the lesson
4. Enter the building/corridor/room quietly and sensibly (single file) and stand behind your chair
5. Only sit when invited to do so by the member of staff
6. Remain silent but get equipment out quickly and quietly
7. Answer the register with 'Yes Sir/Miss' or in a manner directed by your teacher
8. Follow instructions first time and complete all class/homework tasks set
9. All communication should be directed by the teacher (hand up etc).

## MOVEMENT BETWEEN LESSONS

1. Stay to the left, use the one-way system in operation (all stairs, B Block) and move around the school calmly, quietly and considerately
2. You may visit the loo or have a drink/fill your water bottle during change-over, but you must arrive at your next lesson on time
3. Be considerate to younger members of the school and always give way to staff, any school visitors and more senior students.

## BREAKS AND LUNCHTIMES

1. Do not use the school building to cut through to outdoor areas
2. You may eat in the canteen or anywhere outside
3. Respect each others' space/privacy, environment and belongings
4. Remain in bounds and keep our site litter free by using the bins provided
5. All ball games should take place on the field (summer) or courts/hard standing, not in the courtyard or near school buildings
6. Line up sensibly for the canteen and follow the instructions of staff, Midday supervisors and prefects
7. Leave school bags in lockers or allocated space in the dining hall foyer

8. Use outdoor water points to fill bottles. Only water should be drunk during lessons
9. In wet weather only use rooms allocated to your year/form.
10. Prefects and staff will supervise wet weather rooms:  
**Year 7/8 = Hall, Year 9 = Tech Foyer, Year 10 = Science Foyer, Year 11 = Music Foyer**
11. Keep off the grass between October half term and Easter unless directed otherwise
12. Do not use the lower path by the canteen or surrounding area
13. In summer Years 7, 8 & 9 should use the right hand side of the field (Pavilion side) and Years 10 and 11 should use the left hand side (Fleet Street side). All students should stay school side of the red line painted on the grass and stay away from the dividing hedge
14. Trainers may only be worn when actually on the field or courts. They must be removed before leaving these areas
15. Smoking/vaping, being associated with smokers or carrying any equipment used for smoking/vaping or containing nicotine will result in a 1 day suspension in the first instance and loss of holiday on subsequent occasions
16. Mobile phones are for personal security out of school hours only. During school hours they must be switched off and deposited in the safe box in Reception on arrival in school and collected at the end of the school day. They must not be carried on your person. No portable music devices or cameras (e.g. Smartphones) are allowed in school.

### **END OF THE DAY**

1. Leave lessons calmly and make your way sensibly home or to the bus park
2. Mobile phones and/or iPods etc must not be visible or in use until you are on the bus and off the school site
3. At the bus park you may board your bus if it is waiting but remain behind the white line if it is not
4. Always wait for a member of staff to let you onto a bus that has just arrived
5. After Year 7's, expect the most senior students and County bus pass holders to be allowed to board first
6. Ensure you have your bus pass/ticket/money ready before you board
7. Once on the bus adhere to any seating plan in place, sit quietly and behave sensibly
8. Inappropriate behaviour or language that distracts the bus driver or offends/upsets other passengers or members of the public will be met with significant consequences, and you may be prevented from using the bus for a period of time. Prefects will assist you if you need their support.

Students not catching a bus should not use the bus park to socialise

## Wet Weather Protocol

Years 7	Hall (front)
Year 8	Hall (back)
Year 9	Technology Foyer
Year 10	Science Foyer
Year 11	Music Foyer

### When to use wet weather areas:

It **must be raining for the rooms to be used**. SLT will ring a repeated bell at the start of lunch if it is felt that it is too cold to be outside. The expectation is that ALL students will have school coats (as they are part of our compulsory uniform) to protect them from the cold. However, students need to be sensible and not stand out in the rain getting wet.

### Eating & Drinking:

Is not permitted in wet weather areas or any other classroom or corridor. Only the canteen is to be used for this (and outside when the weather permits). If the canteen becomes full, we will make an area of the hall available for people to eat their lunch.

### Usage:

Students may only be in THEIR OWN allocated wet weather area – no other wet weather areas or other rooms/ areas are to be used unless it is a formally arranged lunchtime club with staff supervising in the room with them.

### Supervision:

**2 Senior Prefects will be on duty** in each wet weather area to ensure everyone is sensible & happy. They will only be there on wet lunches and will report instances of poor behaviour to duty staff and the relevant Tutor/HoY. Other duty staff will also drop into all areas when wet. There are CCTV cameras in all wet weather areas.

### Expectations:

**EVERYONE** using the wet weather area is responsible for how it is used and the condition in which it is left. If it is not treated with respect and properly tidied before they leave, then the whole year group can expect to be subject to an agreed element of 'community service' eg. Litter pick etc

### Seating:

**Mostly this will be on the floor (Hall) or on chairs if available.** Tables should not be used as seats – it weakens the legs and they then wobble. The stage area of the hall is out of bounds but benches around the outside may be used if not required for diners.

IF IT IS NOT RAINING (OR OFFICIALLY DEEMED TOO COLD) AND STUDENTS ARE NOT PART OF A SUPERVISED CLUB, THEY SHOULD NOT BE IN ANY CLASSROOM, CORRIDOR OR FOYER. THEY SHOULD WRAP-UP AND ENJOY THE WONDERFUL SURROUNDING THEY ARE IN! YOU SPEND A LOT OF TIME IN CLASSROOMS DURING THE DAY – SO YOU NEED TO USE BREAK & LUNCH TO GET SOME FRESH-AIR ☺





# STUDENT GUIDE TO BEING SUCCESSFUL

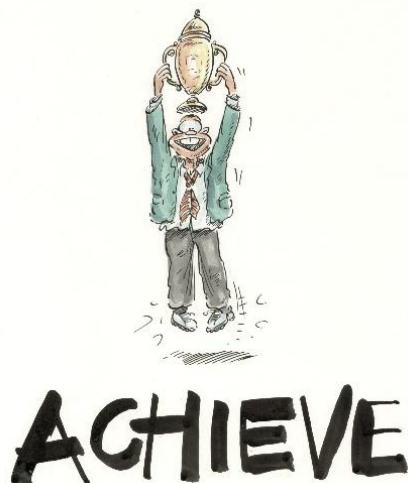
## What do I need to do well at school?

- ✓ Attend school every day
- ✓ Arrive at school on time and be punctual to all lessons
- ✓ Come to school properly dressed, equipped and prepared
- ✓ Be positive, polite, pro-active, courteous, willing and helpful
- ✓ Follow the school Code of Conduct and live out our school values
- ✓ Complete your work to the very best of your ability and on time
- ✓ Listen carefully and follow all instructions first time
- ✓ Get involved and make the most of your opportunities

## What happens if I do all of the above?

- ✓ **Praise.** Staff will let you know that they are impressed with your efforts
- ✓ **Achievement Points.** Staff will reward you for positive responses or outcomes with points. These can be exchanged for goods or services or you can buy raffle tickets for the end of term raffles. You can monitor your points online using ClassCharts.
- ✓ **Praise Postcards.** These will be sent home to the top 3 students in each class for every subject (half termly). This is based on effort, behaviour and level of attainment.
- ✓ **Certificates.** For attendance or subject related achievements – usually awarded in assemblies after reports are issued. Certificates will also be awarded for a certain number of achievement points (75 – 750)
- ✓ **Celebration Assemblies.** Year assemblies give weekly opportunities for public praise. End of term assemblies are more formal occasions for significant achievements to get school wide recognition.
- ✓ **Academic Mentoring Days.** These allow you, your parents and tutor to meet and share positive aspects of performance in all subjects and outside school.
- ✓ **Reports.** Termly and annual reports home to parents will highlight your efforts. If you attain grade 2 or above across all your subjects, a letter of commendation will be sent home.
- ✓ **Parent Consultation Evenings.** These allow you and your parents to meet with your subject teachers to hear all about your achievements in individual subjects.
- ✓ **Year Trips.** Invitation to join other positive members of your year group on a trip arranged by your Head of Year and tutor.
- ✓ **Prizes and Cups.** These are awarded at celebration assemblies to recognise attendance, effort, attainment, general conduct and service to the school and wider community.

**Remember – you are an important part of what makes this school what it is!**





# STUDENT GUIDE TO STAYING OUT OF TROUBLE

## What happens if I .....

- ✓ **Arrive late to school?** You need to sign in. You will be asked for a note to explain your late arrival. You must provide this on the day (or within 24 hours). If you are late on 2 occasions in a term a letter will be sent home.
- ✓ **Arrive late to lessons?** You are expected to go sensibly and quietly from one lesson to the other in the 5 minutes allocated for this purpose. You should not use this time to socialise. There are therefore very few excuses for arriving late. If you do arrive late, apologise and give a reason (preferably supported by a note). The number of minutes late is logged and you will be asked to make up the time lost in a detention if you get 2 or more. If you are consistently late your Head of Year will send a letter home to your parents.
- ✓ **Come to school out of uniform?** Your teacher/tutor/Head of Year will need a note of explanation from your parents. You will then be sent to the SSGC to get an alternative or given a uniform pass (on a lanyard – which you need to have visible to prevent staff constantly challenging you). You may be isolated or even sent home if the issue was avoidable or a choice.
- ✓ **My appearance is not acceptable?** Your tutor/teacher will ask you to remove/rectify the problem and confiscate items as necessary. You will receive a detention for this. If you are unable to, or refuse to comply, then you will be sent to your Head of Year/SSGC who will contact home and/or isolate you until such times as you meet our expectations. If you have more than one item confiscated you will not have it returned at the end of the day. Your parents will be asked to come into school to collect it or you will be issued with an Afterschool Detention. Further confiscated items will result in more detentions as well as loss of privileges.
- ✓ **Don't do my homework?** You will be asked to attend a lunchtime catch-up session. If you fail to turn up and/or complete homework, you will be given a detention. If you fail to complete homework on a regular basis, we will direct you to attend lunchtime homework clubs and contact your parents.
- ✓ **Forget my equipment, boots or kit?** You will be given a detention. If a pattern of poor organisation becomes evident, we will direct you to attend lunchtime catch-up clubs and contact your parents.
- ✓ **Bring in contraband items?** Mobile phones are not allowed during school hours. If brought in for 'travel safety' they should be deposited in reception at the start of the day. If seen during school hours (even if in a pocket and switched off) you will have the item confiscated and you will be given an After School Detention.
- ✓ **Go out of bounds?** You will be given a detention and your parents will receive a letter/email informing them you were somewhere you were not supposed to be.
- ✓ **Smoke/Vape** If you are caught smoking/vaping, with smokers/vapers or are in the possession of cigarettes/matches/vapes/juice/nicotine pouches etc. you will be suspended for a day. If you repeat the offence it will result in the loss of a day's holiday, then a disciplinary hearing with the governors.
- ✓ **Miss lessons/Truant?** You will be formally recorded as a truant and your attendance will be closely monitored. Your parents will be contacted and your name will be passed to the Early Intervention Team.
- ✓ **Am rude to a member of staff?** This will depend on the circumstances and what you do or say. It can mean isolation and ultimately lead to suspension. Whatever the circumstances your parents will be contacted.
- ✓ **Misbehave in lessons?** You may receive a Formal Warning and be given a detention. If you continue you will be moved to another class or removed by the Pastoral Support Officer and we will write to your parents. You may also lose some of your free time.
- ✓ **Misbehave out of lessons?** You may receive a detention, be isolated or suspended depending on what you do.

## When might I be...

- ✓ **ISOLATED.** If you behave very poorly in a lesson and are removed by a Pastoral Support Officer or Senior Teacher.
- ✓ **SUSPENDED.** For vaping/smoking. For consistently poor behaviour or for a single dangerous or unacceptable act. e.g. fighting or swearing at a member of staff.
- ✓ **BROUGHT IN FRONT OF THE GOVERNORS.** For consistent, poor behaviour over a period of time or a single act involving controlled substances.
- ✓ **PERMANENTLY EXCLUDED.** For consistent, unacceptable behaviour over a sustained period of time. Or for a single act involving the supply of controlled substances.

# **Admissions**

- All admissions go through the Headteacher. The Pastoral & SEN teams are then made aware through the relevant DoLA who will co-ordinate admissions.
- Requests from County need to be considered within a 15 day period. Casual requests are at our discretion time wise
- All students are considered in light of numbers, level of need, class sizes, balance of year group (numbers with SEN, SEMH etc)
- When we feel that the new student or existing students would be compromised, we advise parents and those who work with the student.
- We can be, and often are, directed to take certain individuals even though we might have significant concerns.
- If we do turn down applications we are still subject to appeal which can overturn our decision, even if County have supported it.
- No student should start until we have viewed their file and circulated information to staff. We do not usually accept students in the first two weeks of the Autumn term and the last two weeks of the Summer Term.

**Home/School Agreement:** Good communication and a joint commitment to partnership, between home and school, are essential if we are to help our learners to reach their potential.

The purpose of this agreement is to ensure that everyone knows what is expected of them (and of others) during their time at Beaminster School.

Please could you go through this agreement so that you understand our expectations of you and also the support that we will provide.

## **The school will:**

- Provide a balanced curriculum, meeting, wherever possible, the individual needs of the child
- Develop clear lines of communication between pupil, home and school and contact you if there is a problem with your child's progress, attendance, punctuality, behaviour or uniform/appearance
- Encourage success and recognise effort and achievement
- Promote a safe, caring environment

## **As Parents/Carers, we will:**

- Make sure that my child goes to school daily, on time and properly equipped
- Communicate with school regarding any issues that might affect my child's work, behaviour or attendance
- Support the school's code of conduct, behaviour policy and dress/appearance code
- Attend parents' consultation meetings and support my child with homework

## **As a pupil I will:**

- Come to school every day on time, unless I have a valid reason
- Bring the right books and equipment for each day and use ClassCharts properly to keep me, my parents, and teachers informed
- Do my work to the best of my ability and hand it in on time
- Follow the school code of conduct, behaviour policy and dress/appearance code in school (and on the way to and from school) and show consideration to all members of the school community and respect for their property.

# Beaminster School

## Uniform and Appearance Policy



2025 - 2026

### Introduction

All items of uniform are available from our on-line supplier [www.kitzuk.co.uk](http://www.kitzuk.co.uk)

Please note, school crested items are only available through the school supplier.

**However, if you do purchase other items from high-street retailers, please check the style and cut is the same as those available from our school suppliers. These are the only style/cut we will accept.**

In an effort to assist parents and students, we have produced this detailed policy, which we will continue to update and circulate each term - to assist parents/carers in making the most appropriate in-year uniform purchases and to ensure that all haircuts/styles and piercings are appropriate for school.

Please be mindful that the 'Back to School' market is one that many manufacturers and high street retailers exploit – simply because it is such a profitable industry with a huge client base. Selling items that appeal to youngsters, but that don't actually comply with school uniform policies has become a significant issue over recent years – for parents and schools. Therefore, **please read this policy in its entirety to ensure you aren't in the position of having to replace newly purchased items because they fall outside of what we, and many other schools, will accept.**

We do hold a small stock of second-hand items (particularly coats) and financial assistance is available for struggling families, so please do contact us should you need support. Our pledge is that our uniform will be financially accessible to every one of our families.

Please do remember to clearly and permanently mark all items with the owner's name.

### Policy Summary

**On a daily basis, all students are required to wear to school; a white shirt, clip-on house tie, crested black v-neck jumper, standard black trousers or knee-length pleated black skirt, black socks and traditional/formal style black school shoes. In addition, the school coat - when the weather dictates.**

**Like most schools, we do not accept students wearing; trainer-style shoes; white socks; excessive make-up (or any make-up for students in years 7&8); false and/or painted nails or eye-lashes; any form of adornment/decoration on the fingers, wrists or neck; any form of facial or body piercing (other than a single piercing in each earlobe); any elaborate hair bands or inappropriate headwear; any fake tan.**

**Skirts, shirt sleeves and jumpers must not be rolled-up. Shirts must be tucked-in and the tie worn at all times. The tie must remain securely fastened over the top button of a fully-buttoned-up shirt.**

**The school jumper must be worn at all times (except during the summer term or if given permission to remove it by a member of staff). PE Hoodies should only ever be worn in PE lessons and/or at sporting events – not around school or on the way home or into school.**

**The school coat - which serves as a practical alternative to a traditional blazer, is a compulsory item of uniform for all students. No other coat should be worn at any time during the school day – including travelling to and from school.**

**Hair should not contain any form of dye, be considered extreme in style, length or decoration and must not contain patterns or contrasting grades of cut. Boys should remain clean shaven.**

## Shirt and Tie

**Plain white shirt, stiff pointed collar, long sleeved, buttoned to the neck.  
The appropriate house tie (only available from school supplier).**

- ✓ The shirt is to be 'formal', standard/school, cotton/polyester type (not flannel or linen etc).
- ✓ The top button must be done up, shirt tails/bottom tucked into trousers/skirt at all times and sleeves rolled down.
- ✓ The clip-on tie is to be worn at all times, clipped onto the top button and worn at the appropriate length/style. Its fixed construction/design should not be altered in any way.
- ✓ Undergarments should not be visible beneath shirt (i.e. a plain white T-shirt with no logos to provide additional warmth/protection is acceptable as long as the V-neck jumper is also worn).
- ✓ Tailored short sleeve shirts are optional for the Summer Term only. It is not acceptable to just roll long sleeves up.



YES 😊



YES 😊



NO 😞

Long sleeves rolled up

## V-neck jumper with school crest

**Black, school V-neck jumper with crest (only available from school supplier)**

- ✓ Jumpers must be worn at all times (except during the Summer Term) and must not be tucked in to skirts or trousers, (or be rolled-up to look like it is tucked in). The sleeves of the jumper must not be rolled up at any time.
- ✓ No other jumpers or alternative tops are allowed (e.g. hoodies, sweatshirts, gilets or cardigans etc)



Yes 😊



Yes 😊



No 😞

Jumper tucked into skirt or rolled-up  
(+ non-pleated skirt + too short)



No 😞

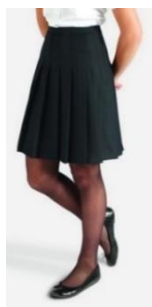
Sleeves rolled up

## Standard School Trousers/Skirt

**Plain black full-length standard school trousers or**

**Plain black knee-length pleated skirt** (both trousers and skirts to be purchased from Kitz)

- ✓ The standard pleated school skirt is the only skirt accepted. No other style/variant is permitted.
- ✓ The skirt must be knee length ie.no shorter than 2 inches above the top of the knee and no longer than mid-calf length.
- ✓ Skirts must not be rolled-up at any time
- ✓ Standard school trousers must not be tight, excessively flared, long/short/skinny, rolled-up or considered extreme in fashion. The bottom of the trouser should be long enough to rest on the top of the shoe when standing.
- ✓ No jeans or denim-type material, chinos, cords, leggings, shorts, multi-pocketed or combat style are permitted.
- ✓ Belts are to be black and max of 5cm wide with a small, discreet buckle.
- ✓ Tailored shorts are optional for boys in the Summer Term only and must be purchased from Kitz



----- 😊 **YES** -----

Kitz Pleated Skirt - worn at the correct length

😊 **YES**

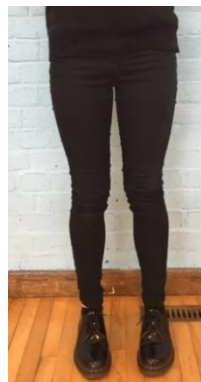
KITZ Girls Trousers

----- 😊 **YES** -----

KITZ Boys Trousers

KITZ Boys Shorts

(Shorts Optional for Summer Term ONLY)



😞 **NO**

Jean Style

😞 **NO**

Unpleated + Short + Tight

😞 **NO**

Too short

😞 **NO**

Too tight

## Shoes, Socks and Tights

**Black leather, polishable, formal/traditional style of school shoe of a safe and supportive style.**

**NO style of hybrid shoe or non-formal shoe is permitted** (please see examples on the next page)

- ✓ Trainers, skate shoes (Nike/Vans etc) suede shoes, boots of any type, canvas or ballet style, sling back, or open toed shoes are not appropriate for school and should **not** be worn.
- ✓ Lace-up shoes are preferred over velcro-straps and slip-on's.
- ✓ Heel height should not exceed 3cm, with a sensible sole appropriate for all indoor and outdoor floor surfaces.
- ✓ Socks should be plain black and of standard length (base of calf). Socks are not be worn over tights.
- ✓ Tights to be plain black, not patterned or textured. Any form or style of legging is not permitted.
- ✓ Trainers may only be worn when taking part in a sporting activity.



## Shoe Requirements – Traditional style, formal school shoes only



☺ YES ----- Boys -----



☺ YES ----- Girls -----



☹ NO boots



☹ NO canvas



☹ NO skate shoes



☹ NO sling-backs



☹ NO – ‘Hybrid’ trainer~shoe type/style footwear of any kind



## Coat and Outdoor Garments (scarves, hats, gloves, bags etc)

The school crested, reversible coat/fleece ONLY.

### No other coat/jacket is permitted

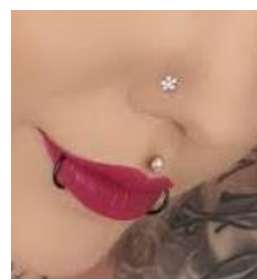
- ✓ All students are expected to have a school coat. It will be required for going on any school trip or visit and for use around the school site and the journey to and from school. (only available from our school supplier).
- ✓ School Caps and Beanies are available from our school supplier. Any non-school gloves/hats/scarf should be plain and dark in colour (preferably black).
- ✓ Any scarves must be straight ‘college’ style only (no large pashmina types permitted). Available from Kitz.
- ✓ Appropriate bags for school are available from our school supplier. Any non-school bags should preferably be dark in colour (with reflective strips) and must be appropriate for school use e.g. rucksack style, no ‘fashion’ handbags.

## Jewellery

**One pair of plain studs or sleepers (one in each earlobe) and a plain wrist watch is all that is allowed. Nothing should be worn around the fingers, wrists or the neck.**

- ✓ Studs or sleepers to be worn in the ear lobe only (not in the upper, side or inner parts of the ear).
- ✓ Sleepers are to be no larger in size than a 5p coin and no other ‘dangly’ earrings, stretchers, bars or any other type/style of earring is allowed.
- ✓ No other rings, bands, necklaces, bracelets, bangles, visible piercings (e.g. nose/lip/eyebrow/tongue studs or rings) or ‘decoration’ is permitted (and may not simply be covered with a plaster or a clear stud used).
- ✓ ‘Hidden’ piercings may need to be removed for PE for safety.
- ✓ All new piercings must take place in the summer holidays to allow the necessary healing to take place and so that they can be safely removed for PE lessons. Any piercing (other than the lobe of the ear) that takes longer than the length of the summer holiday to heal are not permitted.

## Piercings



☺ YES – small sleeper/stud in the lobe

☹ NO – other piercings of any kind

## Hair and Make-up

Hair is to be tidy, of 'business-like' appearance and natural in colour ie. not dyed.

No make-up is allowed for Years 7 and 8.

Discreet, natural looking make-up only for Years 9, 10 and 11.

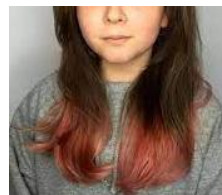
Nail varnish, false nails or eyelashes are not allowed.

- ✓ Hair must not be extreme in style/length/decoration, contain patterns, unevenly shaved areas, lines or any colouring. Eyebrows must not contain any shaved lines.
- ✓ Boys must remain clean shaven.
- ✓ Fake eyelashes are not permitted nor is the wearing of fake tan
- ✓ Hair bands/ties/scrunchies are to be small, black, plain and discreet.



☺ YES

For Years 9-11 ONLY  
(must be discreet)



☹ NO – heavy make-up, nail varnish, dyed/patterned/extreme hair

# **Why we have uniform**

At Beaminster we believe that the smart, business-like appearance of our students is important. We feel that our practical, comfortable and relatively inexpensive uniform helps to instil pride, support positive behaviour/discipline, encourage identity with the school and protect children from social pressures to dress in a particular way. This is a view supported by the Governing body, teachers and the majority of parents and students.

## **LEARNING**

School should be a place where youngsters concentrate on their learning. Unfortunately concerns over fashion and body image can become a major distraction. Image has always been important to most teenagers and we would always wish to encourage our students to take pride in their appearance. However, many schools have become increasingly concerned about the sexualisation of young people through inappropriately worn and/or tailored items of uniform such as figure-hugging or short skirts and skinny/tight trousers. There have been many articles in the press regarding this including schools that have banned skirts altogether. At Beaminster we have chosen to merely limit choice.

## **CHOICE**

We aim to make our uniform policy clear and comprehensive to assist parents and students in making the right choice. Being mindful of cost, the vast array of different body shapes and unpredictable growth spurts, we have tried to give parents the option to source as many uniform items as possible from their preferred suppliers. However, retailers often advertise inappropriate and unsuitable items of clothing and shoes as 'School Uniform'. This leads to inconsistencies and frustrations for parents, students and staff alike. Having consulted with student and parents, we introduced standard skirt and trousers in September 2019 to reduce some of these inconsistencies. In June 2023, we introduced shorts as an optional summer item for boys. Unlike the girls – who have always had skirts as a cooler alternative to trousers, boys have had to wear trousers in all weathers – including on hot summer days. We hope therefore that this option goes some way towards providing equality/equity with regard to control over temperature regulation. For this reason, only tailored boys shorts have been introduced. Girls should continue to wear skirts as a cooler alternative to trousers.

## **FAIRNESS**

One of the frustrations voiced by parents in many schools is that a handful of students appear to get away with not complying with the uniform and appearance rules - whilst their own child dutifully sticks to them. It's a frustration we understand and seek to address with regular uniform checks and asking for the support of ALL parents.

## **PARENTAL ROLE**

As a good percentage of our staff are also parents, we do appreciate the difficult, unpopular and sometimes painful decisions you have to make in shops when selecting replacement uniform. We know that most parents will remember the same battles they had with their parents! Ensuring your child leaves the house dressed appropriately is not always easy for every parent, but it does make things so much easier for them, you and us when they arrive at school.

## **CONSISTENCY**

Many schools have taken fairly firm steps to address the issue of inconsistency. Some have banned skirts altogether and isolated student wearing figure hugging trousers or trainer style shoes – citing the number of student and teacher hours wasted tackling the age-old issues of how short or tight skirts and trousers are allowed to be and when does a shoe actually become a trainer. Other schools require that all uniform is purchased from a sole-supplier, who sell just one style of everything - just to ensure that ALL items of uniform meet the school's requirements. Some parents have welcomed both these steps, as it takes the decision making away from them. Others feel that this has increased financial costs and removed their freedom to buy the best 'fit' for their child's shape. We hope we have reached a middle ground that has been welcomed by the majority of parents. However, should some students consistently flout the rules, we will insist they wear uniform supplied by us. For example, if students cannot wear the school skirt at the correct length, they will be required to wear trousers that we provide. If a student does not meet our uniform/appearance expectations and this cannot be immediately rectified, they will be asked to wear a uniform lanyard. This serves to protect them from being 'picked-up' by teachers throughout the day and shows other students that they have been given permission by the school to be temporarily out of uniform.

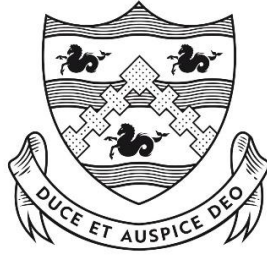
## **YOUR VIEWS**

As ever, we are always happy to hear your views on all matters to do with our uniform and appearance policy. However, maintaining high standards of uniform and appearance is non-negotiable for all the reasons outlined above.

We therefore hope we can rely on your support to ensure our youngsters comply with the requirements as set out in this uniform policy. If there is any reason why you feel you are unable to do this, then please contact us at school and we will be more than happy to assist in any way we can.



# BEAMINSTER SCHOOL



Ambition • Service • Kindness

## “Best Behaviour”

A staff guide to managing behaviour

**2025/26**



- Self esteem
- The use of coping strategies
- Strategies to cope with aggression, defiance and disturbance

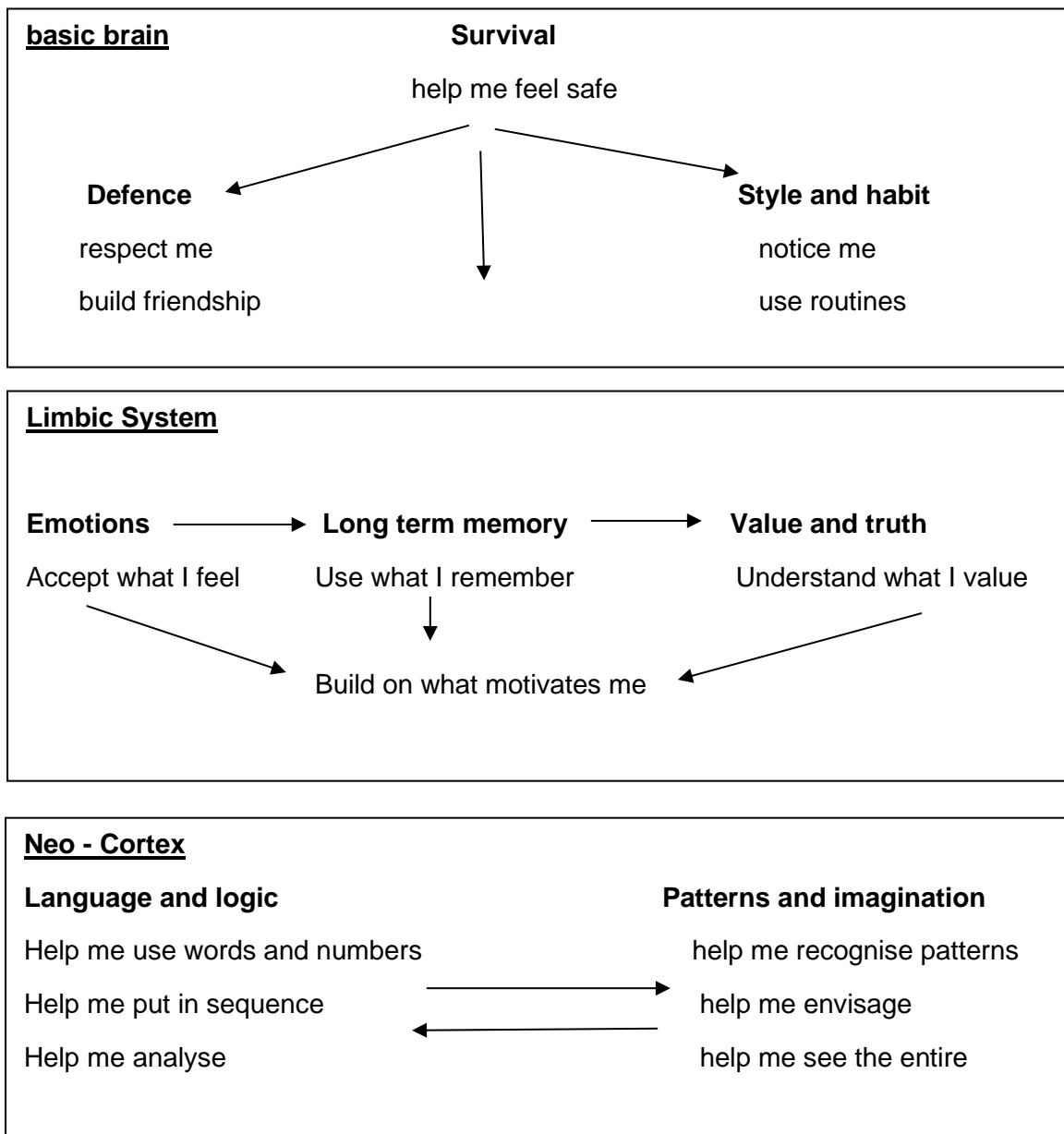
# Best Behaviour: rationale

The human brain is complex. One way of describing its functions is to see it in three parts: the basic reptilian brain with the limbic system and neo-cortex above it.

When people are under stress, the blood supply to the human brain services the basic reptilian brain first and foremost. Other parts of the brain get a lower priority. As the stress is overcome, the whole brain is able to resume its functions.

When pupils are under stress (for reasons inside and outside the classroom and the school), the neo-cortex of their brain is not functioning at its best. If the needs of the other parts of the brain – the basic brain and the limbic system – are met, then learning is able to take place more easily. As teachers, we aim to meet these basic needs to reduce the causes of difficult behaviour and to enable our pupils to learn.

The following diagram shows pupils' needs and priorities as functions of the three parts of the human brain.



When we understand the differing nature and the priorities of these concerns and demands, we can use strategies to meet them so that difficult behaviour is minimised and learning is maximised.

The theory is straightforward, but really is more complex. Our brains have the same functions as our pupils. It is all too easy when faced with difficult behaviour, for us to feel stressed, to become emotional, defensive, and perhaps even aggressive. Even if the downward rush of blood cannot be avoided we need strategies that can be implemented even when we are under stress, so that we can lift ourselves and our pupils to a state where learning can take place.

The companion book *Best Behaviour* looks at the agenda of the basic brain and the limbic system from a pupil perspective and then offers staff action points to promote better behaviour and better learning. The strategies are used by teachers widely and successfully.

**This booklet offers action points for handling challenging behaviour in the heat of the moment.**

As its title suggests, it is first aid rather than treatment or cure. Behaviour management has to be tackled by everyone in the school community and should not be a lonely struggle for individual teachers behind a closed classroom door. Consequently, *Best Behaviour* also looks at staff development implications and whole school issues so that all members of the school community can play their part in promoting good behaviour and learning.

The agenda for Best Behaviour is:

**Belief in oneself**

**Coping with strategies**

**Coping with AGGRESSION**

**Coping with DEFIANCE**

**Coping with DISTURBANCE**

**More coping strategies**

# Belief in oneself

As teachers, we have responsibilities, but alongside those responsibilities we have rights too.

## Our rights as professionals

Within an agreed framework at school, each of us has the right to:

- ☞ be successful in the classroom
- ☞ be listened to by pupils and colleagues and be taken seriously
- ☞ make mistakes and learn from them
- ☞ make decisions and use discretion
- ☞ manage a workload
- ☞ expect pupils to engage in learning
- ☞ be human: emotional, imperfect, growing, with a life outside school

When we are faced with difficult behaviour, or when we have doubts about how we have handled a challenging situation, our rights can seem idealistic or irrelevant.

We might:

- find reasons why other factors limit the course of action
- accept there are some things we could have done differently
- go further and question our professionalism

Whichever way, it is difficult to keep a sense of perspective, but especially so if we lose confidence in ourselves and our worth. Then, things can appear to fall apart on all fronts – not just work.

We need to remind ourselves that how we are feeling is all part of the blood rush down to the basic brain described in *Best Behaviour*. When we learn from what is happening and plan new ways of tackling difficulty, we can find fresh perspectives on who we are and what we are doing.

## Affirming our professionalism

Each of us needs to recognise the positive in who we are and what we do, for example:

- 'I have qualities which other people appreciate.'
- 'My knowledge, skills, relationships equip me for convincing teaching.'
- 'I build on what I am comfortable with.'
- 'I accept that I am imperfect, just like my pupils.'
- 'I stand firmly and face the class in a frank, friendly way.'
- 'I am right to expect a class to be quiet when I need to speak to them.'
- 'I give as few instructions as possible and I give them clearly.'
- 'Messages I convey with my face, stance and gestures, match what I say.'
- 'I use minimal gestures / looks / words to encourage and control.'
- 'I notice and show appreciation to pupils who are ready to learn.'

## Learning as partnership

We recognise the good things that we have to offer and that all pupils can bring to the learning process. We promote learning as partnership rather than imposition, as co-operation rather than hostility. For example we can:

- ☞ agree with a class our obligations to each other
- ☞ check how an activity or lesson is going with a view to praise, encourage, modify, end, extend
- ☞ give pupils choice in some tasks; allow scope for individual decisions
- ☞ listen to, notice and harness pupils' interests and concerns
- ☞ ask for feedback and act upon it
- ☞ show ourselves as real people with our own interests and concerns, experiences and learning points

# Coping Strategies

To help us stay calm and controlled when facing difficult behaviour, we need a range of coping strategies.

## RESPOND RATHER THAN REACT

When we face difficult behaviour we need to respond constructively rather than instinctively if we are to avoid a joint downward spiral into the basic brain mode. Constructive responses involve re-framing negative words and behaviour into needs we can meet.

To help us respond constructively, we can:

- ☞ breathe deeply
- ☞ keep eye contact
- ☞ speak firmly and quietly
- ☞ defuse our instinctive reactions eg: by using routine, phrases, gestures we have prepared beforehand

## VALUE THE PERSON

The strategy here is to make time for reflection with pupils eg: *"I was pleased with what you did last week."* We need to be positive. Let our words and smiles signal that we genuinely value pupils and other members of the school community too. Despite our faults, there are good things worth saying about each of us, whether pupils, staff or the school as a whole.

## SEPARATE THE DIFFICULT BEHAVIOUR FROM THE PERSON

This strategy involves making a distinction between the person and the behaviour they are exhibiting – which takes some practice.

- ☞ challenge the behaviour
- ☞ talk about the behaviour as if talking about an object
- ☞ imply a joint approach with pupils to deal with the difficult behaviour
- ☞ use 'I' messages

'I' messages are astonishingly effective. An example of an 'I' message is:

'I am concerned because I do not like people being put down in my classroom.' The effectiveness of such messages lies in the fact that:

- we are talking about ourselves
- we are being open and honest
- our statements do not blame others

'I' messages, we indicate to others our own position, we communicate our feelings and we describe the behaviour we do not like. By contrast, 'You make me statements convey very different messages, for example: 'You make me angry when you are nasty to Same.' This message disowns our responsibility, blames someone else and make a negative judgment about that person.

## **BE PART OF A TEAM**

Here is a key strategy to help keep difficult behaviour in perspective. We should all expect to give and receive help from our colleagues in the management of difficult behaviour. It does not have to be a lone struggle against the odds. But if we work in a school where the culture is rather less than supportive of a team approach, we need to choose carefully those colleagues to confide in.

## **BE SUCCESSFUL:**

This strategy helps us maintain a positive self-image so that we remain valuable rather than become victims. In the classroom, we can set ourselves small targets in carrying out a coping strategy so that we can notice our own progress in handling difficult situations. Also, we can seek to win respect for our success in areas other than the classroom, for example by:

- coaching a sports team
- taking part in a school play
- organising a class contribution to an assembly
- joining in a school music activity

Such action can cause pupils to revise their perception of us. There are many stereotypes they may have applied already, for example: parent substitute, love object, pushover, dragon, neutral chairperson. When we adopt different, appropriate and positive roles which we can carry through successfully, we are in a stronger position to encourage and control, to show that we can be successful in a variety of ways.



# Coping with AGGRESSION

Aggression can be evident in the following behaviour features:

- arguing
- arrogance, eg 'make me'
- swearing at a person
- fighting
- bullying

Aggression conveys the person's:

- anger
- loss of self-control
- fear of losing face
- need for superiority

Aggression is seen by the person as a way of:

- winning
- getting admiration of their peers
- avoiding work
- achieving power and control
- humiliating someone else

Aggression naturally invokes in us feeling of:

- annoyance
- anger
- resentment
- guilt
- helplessness
- humiliation

We cope with aggression better if we:

- ☞ avoid raising the temperature
- ☞ avoid humour that demeans others, eg sarcasm
- ☞ avoid provoking people who irritate us
- ☞ avoid jumping to conclusions, eg falsely incriminating a person

# Action points

## 1. Be calm, look relaxed, stand still

Say nothing, pause, count to ten

## 2. Look at the person, address them by name, get their attention

- Speak quietly, firmly and with respect
- Be prepared to repeat the name
- If you don't know the name, say words to the effect that: "I'm sorry I don't know your name, but this behaviour is not acceptable."

## 3. Acknowledge the person's feelings

"I can see why you are angry"

## 4. Intervene to minimize the effect on others

Choose the minimum action needed from the following:

- Offer a choice to the person  
*"Can we sort this quickly, or shall we talk about it later when you've calmed down?"*
- Contract to tackle the difficulty  
*"I will talk it through with you when you've calmed down"*
- Give a quiet order and be prepared to repeat it several times.  
*"(Name), please put that down."*
- Use humour where possible
- Move between aggressor and victim or adjust stance to aggressor if aggression is direct to you: stand still, sideways, rather than full face, speak quietly, encourage calmness

## 5. Move on

*"Do you need time out, or can you get back to work now?"*

*"Let's all get on with what we should be doing"*

# Coping with DEFIANCE

Defiance can be evident in the following behaviour features:

- delaying tactics and avoidance
- objecting to a task
- silent non co-operation
- rudeness
- disobedience

Defiance conveys the person's:

- insecurity in learning
- unwillingness to work
- non-acceptance of authority
- fear of losing face
- self-centredness

Defiance is seen by the person as a way of:

- not working
- impressing peers
- getting attention
- standing up for what they think is right
- pushing boundaries
- exercising power and control

Defiance naturally invokes in us feelings of:

- annoyance
- being upset
- frustration
- being belittled, snubbed, demeaned
- exasperation
- professional incompetence

We cope with defiance better if we:

- ☞ avoid insisting that the person looks at us
- ☞ avoid demanding an apology, which is likely to be insincere
- ☞ avoid brooding on an act of defiance: confrontation may not always be avoided, brooding on it can
- ☞ avoid labeling a person as defiant

# Action points

## 1. Look at the person, address them by name, get their attention.

- Speak quietly, firmly and with respect.
- Be prepared to repeat their name
- If you don't know their name, say words to the effect that:  
*"I'm sorry I don't know your name, but this behaviour is not acceptable."*

## 2. Be positive to the person.

- Encourage, enthuse, recall previous achievement / conduct

## 3. Express dissatisfaction with the behaviour.

- Remind the person about rules and routines.
- Name the offence without sounding annoyed eg:  
*"You're showing me you don't feel like work today but at school we are all expected the work. Please start your work on...."*  
  
*"I will expect x just as you would not expect it of me."*

## 4. Intervene to defuse defiance.

- Remind the person objectively of school policy and consequences of continued defiance, eg  
*".....So realise what would happen if you chose to keep on..."*
- Offer genuine opportunity to retrieve the situation, eg  
*"If you do x, we can put this behaviour to one side."*  
  
*"I'll give you a few minutes to think again about what you are saying / doing."*
- Pause for a moment and drop eye contact.
- Put school policy and procedures into action.

## 5. Once dealt with, move on.

- Forgive; start afresh

# Coping with DISTURBANCE

## **Disturbance can be evident in the following behaviour features:**

- red herrings: off-task talk
- butting in, talking out of turn not giving others a hearing
- interruptions: missiles, missing equipment / work
- creating noises, nudging others making smells
- defacing others' work
- being in the wrong place, asking to go to the toilet
- devious manipulation: calculated to inconvenience or hurt others

## **Disturbance conveys the person's:**

- unreadiness for work
- lack of concentration
- ill-health
- reactions to weather conditions
- boredom, lack of interest or excitement
- self- centredness
- feeling of inferiority

## **Disturbance is seen by the person as a way of:**

- escaping work
- gaining attention
- creating interest and fun
- sabotaging others' effort
- putting down someone else

## **Disturbance naturally invokes in us feelings of:**

- tension, irritation
- annoyance
- frustration
- insecurity
- anger

## **We cope with disturbance better if we:**

- ☞ Avoid escalating disturbance eg: "How many more have not brought a pen?"
- ☞ Avoid letting small misdemeanors get to us
- ☞ Avoid demanding total perfection eg: total silence

# Action points

## 1. Use non-verbal signs to stop disturbance

Shake head, frown, wag finger hands: 'calm down' gesture, glare

## 2. Defuse with humour

## 3. Use gesture of catch-phrase as rule reminder

Finger on lips = be quiet, finger whisk = turn around

'Four on the floor' =- chair static, not rocking

## 4. Get the focus on work. Make the work interesting and varied

Choose the minimum action needed from the following:

- Move towards the person creating a disturbance
  - ask about their work rather than the disturbance
  - offer equipment so they can work (record and follow up the lack of equipment later)
  - keep the room well ventilated
- Get offending equipment out of circulation from the lesson
  - 'Please put that (object) away or leave it (here) until the end of the lesson.'*
  - Stay friendly and continue with attention on work
- Revise groupings at the next change of activity in the lesson
  - make different groupings a natural feature of lessons
- Calmly check reasons for disturbance
  - acknowledge legitimate reasons
  - use hand signals to cut short denial etc
  - "Maybe it wasn't your fault, (Name). We'll sort it later. Let's get on with this, thanks"*
  - state required action calmly
  - if necessary state sanction based on school policy

## 5. Praise for settling back to work

## More coping strategies

Coping strategies are what their name implies. They do not prevent disruption or difficult behaviour. Instead, they help us cope with difficulties as they arise so that we can minimise adverse effect on pupils' learning and on our own self-worth.

When a difficult situation arises:

### RELAX AND REFRAME, RATHER THAN TENSE AND DEFEND

By sustaining a quiet, confident manner with calm body language and movements, we can help reduce tension for ourselves and for our pupils. We avoid slipping back into basic brain mode and make it easier to keep a balanced perspective.

The re-framing come in the ways we think about the situation and three ways of re-framing are listed below:

#### 1. See conflict of expectations, rather than conflict of personalities

We are upholding school and / or department expectations rather than our own. It should be easy to spot where there is a conflict between the exhibited behaviour and school expectations and we can express this in those terms. We do not need to receive the behaviour as a personal attack even if it is intended that way. The longer we can avoid slipping into a slanging match, the longer we can maintain our rational authority.

#### 2. Focus on learning, rather than focus on behaviour

We are naturally wary of devoting our energies to the by-ways of disruption. We use all our coping strategies to help steer pupils back onto learning before they have taken themselves, others and us on a long detour. This way we convey that our prime purpose really is to support learning.

#### 3. See positives, rather than the negatives

There are positives to be seen in difficult situations even if our attention is drawn naturally to the negatives.

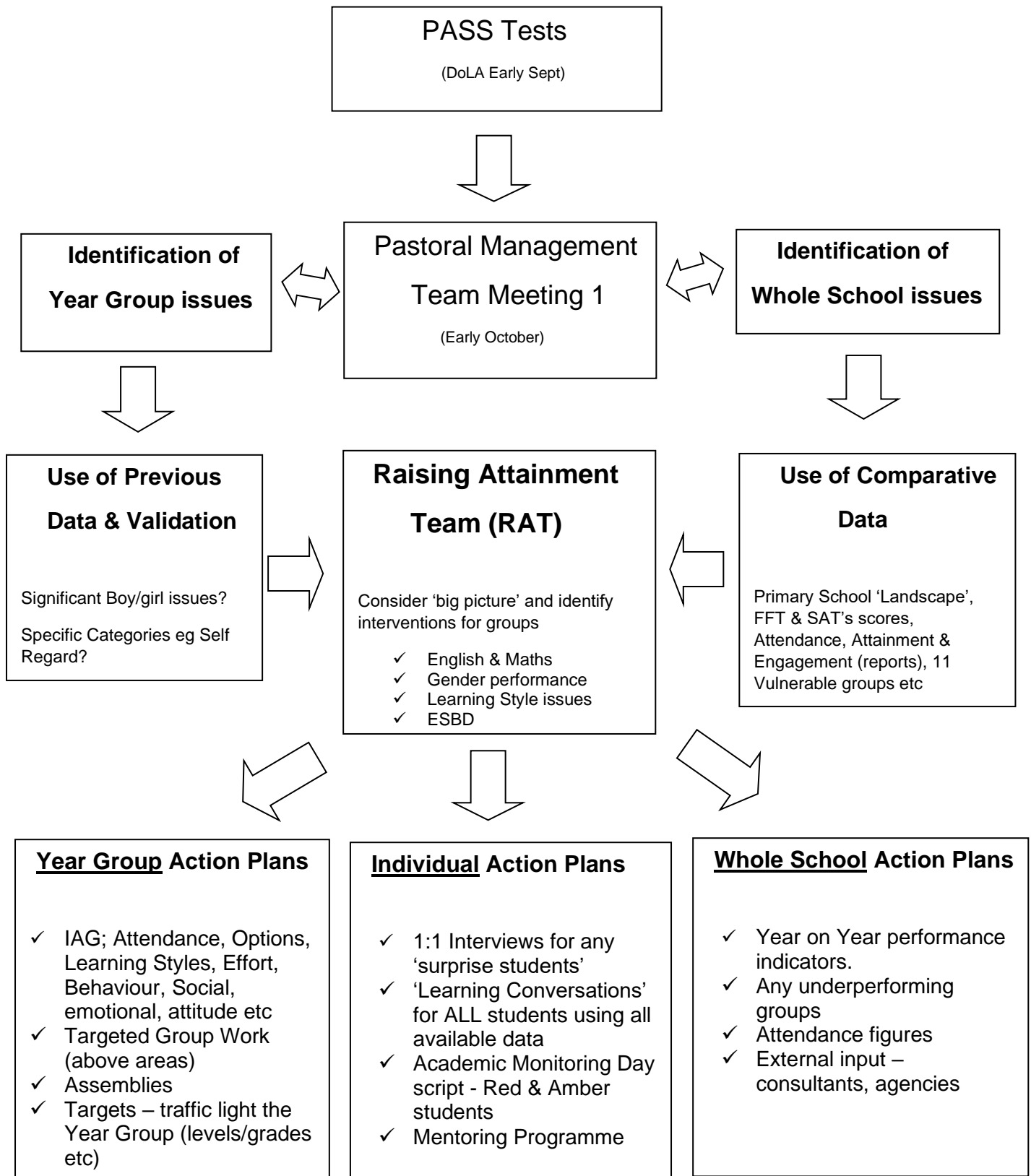
- ☞ Seek out positive characteristics in each young person
- ☞ Notice and appreciate those pupils who are behaving well
- ☞ Be pleased about those things that have gone well and turn the mistakes into useful learning points.
- ☞ With these strategies, we have a chance to become brighter, optimistic and pleased to be here – not like an over the top presenter of a children's TV programme, but someone with whom our pupils want to learn. *Best behaviour* points to the way that:-

- our interest in pupils as people
- our enthusiasm for the subject(s) we teach
- our careful organisation of lessons
- our use of routines
- our celebration of pupils' successes



# BEAMINSTER SCHOOL

## Use of PASS Data



# Guidance for DoLA's & HoY in the analysis of PASS Data:

The PASS report identifies 9 categories:

1. Feelings about School
2. Perceived Learning Capacity
3. Learner Self-Regard
4. Preparedness for Learning
5. Attitudes to Teachers
6. General Work Ethic
7. Confidence in Learning
8. Attitudes to Attendance
9. Response to the Curriculum

## The PASS Audit Report has 6 sections:

**PASS Report** – Gives information on how they analyse the data and whole school info on Ethnic and gender Demographics (ie. We are 98% white and have 54% Boys) and whole cohort stats (about year group and gender performance in each of the 9 areas).

**At-Risk Cohort** – This traffic lights all groups and identifies any groups that are 'at-risk'

**High Risk** = Pupils/Cohorts in the lowest 5% of responses

**Medium Risk** = Pupils/Cohorts in the 5%-20% band

**Low Risk** = Pupils/Cohorts in the Upper 80% of responses

**At-Risk Pupils** – this traffic lights individual students in each of the 9 areas. This can assist you in listing intervention groups and giving tutors information to discuss with parents and students on Academic Monitoring Day.

**At-Risk Groups** – This gives percentile scores by cohort based on ethnic origin and gender

**Interpretation** – Information about analysis

**Interventions** – This is an on-line facility whereby you can request intervention ideas by cohort or individual by entering PASS scores. Whole school interventions can even be sourced by development priorities (including preparation for Ofsted)

## Example of whole school issues analysis:

**ALL** categories are **GREEN**. This means that; 'Students are highly satisfied with their school experience' (*Yellow indicates; moderate satisfaction, Orange: Low/moderate, Red = Low*)

### Score out of 100!   As or more positive than

<b>Preparedness for Learning</b>	<b>82.5%</b>	<b>69.0% of all UK students</b>
Confidence in Learning	69.2%	66.4% of all UK students
Attitude to attendance	75.6%	65.9% of all UK students
Feelings about school	79.6%	64.3% of all UK students
Response to curriculum demands	69.5%	63.7% of all UK students
Perceived Learning Capability	76.8%	61.2% of all UK students
General Work Ethic	76.1%	60.1% of all UK students
Attitudes to teachers	77.1%	57.4% of all UK students
<b>Self-regard as a learner</b>	<b>64.4%</b>	<b>47.3% of all UK students</b>

**Students with a statement** are on average more enthusiastic in several categories by 0 – 20%

**SEN Students** are on average less enthusiastic in several categories by 1 – 4%

**SA & SA+ Students** are on average less enthusiastic in several categories by 1 – 19%

## Initial Conclusions:

Our students like and respond well to being at school, but their perceptions of their capabilities are low. Outcome: We need to boost them to give them self-belief. This appears to be teacher centered!

Variance between boys and girls is interesting. Compared with National figures, our girls perform lower than boys on all but 'attitude to teachers' and 'confidence in learning'. The most significant gender gaps are girls 'self-regard as a learner' and 'general work ethic'. However the gender imbalance has reduced since last year and in previous years.

## Looking at 'most positive' to 'least positive' across Year groups:

1. Feelings about School	Range: 73.8% (Yr11) to 89.0% (Yr7)
2. Perceived Learning Capacity	Range: 75.2% (Yr10) to 79.4% (Yr7)
3. Learner Self-Regard	Range: 62.2% (Yr11) to 67.4% (Yr8)
4. Preparedness for Learning	Range: 79.9% (Yr11) to 88.0% (Yr7)
5. Attitudes to Teachers	Range: 71.6% (Yr11) to 86.8% (Yr7)
6. General Work Ethic	Range: 72.7% (Yr11) to 81.2% (Yr7)
7. Confidence in Learning	Range: 66.5% (Yr9) to 74.5% (Yr7)
8. Attitudes to Attendance	Range: 70.1% (Yr11) to 83.1% (Yr7)
9. Response to the Curriculum	Range: 66.1% (Yr9) to 73.1% (Yr7)

## Year Cohort Profiles:

I have identified the top and bottom 2 categories for each year group both as an internal measure and compared with National Data. I have also looked at the gender balance in each. The difference in responses between boys and girls this year is insignificant compared with previous years. I have done some basic analysis and listed some observations/suggested actions;

### Year 7:

#### Top 2:

**Internally as a school** = Feelings about School (89.0%) & Preparedness for Learning (88.0%)

**Compared with National** = Attitudes to attendance (79.1) & Confidence in Learning (74.7)

#### Bottom 2

**Internally as a School** = Self Regard as a Learner (67.0%) & Response to Curriculum (73.1%)

**Compared with National** = Self Regard as a Learner (58.0%) & P. Learning Capability (62.8%)

1. Feelings about School;	<u>Girls</u> more positive by 3.7%
2. Perceived Learning Capacity;	<u>Boys</u> more positive by 1.2%
3. Learner Self-Regard;	<u>Girls</u> more positive by 0.3%
4. Preparedness for Learning;	<u>Girls</u> more positive by 2.3%
5. Attitudes to Teachers;	<u>Girls</u> more positive by 1.9%
6. General Work Ethic;	<u>Girls</u> more positive by 0.4%
7. Confidence in Learning;	<u>Girls</u> more positive by 0.3%
8. Attitudes to Attendance;	<u>Girls</u> more positive by 5.3%
9. Response to the Curriculum;	<u>Girls</u> more positive by 2.4%

#### **Basic Analysis:**

\*They like school & learning \*Some work may be required on their perceptions on their learning capacity/confidence \*There appears to be very little significant variation in gender other than the boys have a poorer attitude to school, attendance & preparedness for learning/curriculum

## **Year Group & Individual analysis;**

**A.Year Group Issues;** I've done this (in part) for you again this year (see above)

**B.Individual & small group concerns;**

For the initial analysis you are looking for individuals or groups that show Red or Orange. Green shows there to be no major issue. Scores of 50% or above represent 'average' (in the At-Risk Pupils section).

All results need to be correlated with wider information held on each student; attendance, report data, VIVO's, behavior points, other agency involvement reports etc

**Individuals (Rows)** – Scroll down looking at the names on the left and if there is any orange or red cells. For students who have more than 3 – that needs intervention. For the odd one or two, that may be a conversation with the student or parent – depending on knowledge of that child and other available information/data.

**Areas (Columns)** - Each of the 9 data fields can be looked at as a column to see if there is any a group that could be amassed ie. Those who have that particular characteristic as a strength or a weakness. A small target group could be formed with that as a focus.

**Interventions can be formulated to support poor responses in each of the categories:**

1. Feelings about School
2. Perceived Learning Capacity
3. Learner Self-Regard
4. Preparedness for Learning
5. Attitudes to Teachers
6. General Worth Ethic
7. Confidence in Learning
8. Attitudes to Attendance
9. Response to the Curriculum

**This might include the following interventions:**

**'Learning Conversations'** for ALL students using all available data (Academic Monitoring +)

**Targeted Questionnaires** – to further analyse a particular group, area or response

**Assemblies/Workshops** – targeting advice/support to whole year or targeted group

**1:1 Interviews** for any 'surprise students' – tutor. Learning mentor (TA) or HoY

**Monitoring attendance** for identified group or individuals

**Place on report** – with a specific focus or target (positive, attendance, tutor etc)

**Round Robin** – to collate more information about a specific issue (learning styles, Effort, behavior, Social, emotional, attitude etc)

**Mentoring** – as an individual or targeted small group with similar issues to address

**Alternative Curriculum** – if perceptions are poor about current offering KS4 (plus advice about options KS3 etc)

**Connexions referral** – for those who would benefit from guidance and goal setting - motivation

**Other referrals** – to anyone of our current agencies; BSS, Medical, attendance, CAMHS, Psych etc...

We can also sort data (as it appears in an excel spreadsheet) to give us more bespoke information in different forms or relating to priorities. We could profile groups like FSM students etc.

There is also an on-line facility whereby you can request intervention ideas by cohort or individual by entering the relevant PASS scores.

Whole school interventions can even be sourced by development priorities.

I hope this is a useful starting point for you all. Below is a standard letter home should you be concerned enough to want to invite a parent in for discussions regarding any concerns expressed by tutors following Academic monitoring Day.

Dear Parent/Carer

#### **PASS Scores**

As part of our commitment to giving your child the fullest and most appropriate education possible, we always seek to find out as much as we can about each and every child at Beaminster School.

To do this we use a range of methods and sources to get to know them well and to analyse their performance, identify aspirations, and gather their thoughts and feelings about all sorts of things that affect them.

The purpose of all this information gathering to ensure that we give the right sort of encouragement and advice to each individual so they have the greatest possible chance of fulfilling their potential.

One of the many methods we use to find out more about what are students think is a national survey called PASS (**P**upil **A**ttitude to **S**chool and **S**elf). This is an online 50 question survey that every child completes at the start of each academic year. The results help us to target support and prompt helpful discussions with individuals.

The survey measures each child's responses to groups of questions compared with the responses of children nationally.

We then get a breakdown of your child's scores in 9 categories:

- 1. Feelings about School**
- 2. Perceived Learning Capacity**
- 3. Self-Regard**
- 4. Preparedness for Learning**
- 5. Attitudes to Teachers**
- 6. General Worth Ethic**
- 7. Confidence in Learning**
- 8. Attitudes to Attendance**
- 9. Response to the Curriculum**

Simply put, If the scores are Green and above 50 – then that is a good thing and your child is positive and happy!

If the scores are Orange and below 50 – then we need to ask some questions to see if we can find out why they don't feel as positive about that particular aspect as we would like them to.

If the scores are Red and significantly below 50 – then this usually means we need to find out why they are so negative about this particular aspect of their performance or the school.

For the majority these surveys show that our students are happy and positive about themselves and their time at school. However, for a small number it may identify 'issues' before they actually become visible problems. For example someone who has a low score for 'Attitude to attendance' might have 100% attendance right now, but unless we find out what 'the problem' is, this might lead to attendance issues in the future.

I hope you find the summary of information overleaf helpful/ informative and a good starting point for a discussion with your son/daughter.

Yours sincerely

Mr/Mrs

Head of Year X