



BEACONSFIELD HIGH SCHOOL

BEHAVIOUR FOR LEARNING POLICY

Behaviour for Learning Policy

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1. General Principles and Rationale

At Beaconsfield High School, our Behaviour for Learning Policy reflects our vision of developing girls of character who are curious of thought, courageous in action and confident in themselves. We believe that every student has the right to learn in an environment that is safe, calm, purposeful and inclusive, and every member of our community has a responsibility to contribute positively to that culture.

Our mission of Limitless Ambition. Learning that Inspires. Support that Empowers. underpins our approach to behaviour. High standards of behaviour create the conditions in which students can achieve their fullest potential, develop resilience and independence, and prepare for life beyond school. Behaviour is therefore not simply about compliance with rules, but about fostering the values, habits and character that enable young people to flourish academically, socially and personally.

Our expectations are rooted in our Four Pillars:

- Choose Respect by treating everyone with kindness, courtesy and integrity, valuing diversity and contributing positively to our community.
- Spur Each Other On by encouraging, supporting and celebrating one another so that everyone can succeed.
- Be Open to the New by approaching learning with curiosity, resilience and a willingness to learn from mistakes.
- Back Yourself by taking responsibility for actions, demonstrating confidence, perseverance and integrity in all aspects of school life.

We believe that positive relationships between students, staff and families are fundamental to maintaining these high standards. Parents and carers play a vital role in reinforcing our shared expectations and working in partnership with the school to ensure every student is able to learn, thrive and contribute positively to the Beaconsfield High School community. At Beaconsfield High School, we believe that parents/carers should encourage their child to behave appropriately and respectfully and should support the school's authority to discipline students who do not meet expectations.

2. Policy Aims

Our Behaviour for Learning Policy is designed to create a culture where excellent behaviour is the norm because every member of the school community understands their responsibility for creating an environment in which learning can flourish. The policy seeks to develop self-discipline, mutual respect and personal responsibility, enabling students to become confident, compassionate and ambitious young people who embody the school's values both within and beyond the classroom.

The aims of this policy are to:

- promote a culture of high expectations where positive behaviour, excellent attitudes to learning and strong character are recognised and celebrated;
- ensure that every classroom is calm, purposeful and conducive to high-quality teaching and learning;
- establish consistent expectations and responses across the school so that students experience fairness, clarity and predictability;

- encourage students to take responsibility for their behaviour, reflect on their choices and learn from mistakes;
- manage unacceptable behaviour calmly, consistently and restoratively, maintaining the dignity of all involved;
- foster positive partnerships with parents and carers to support students' personal development and success;
- enable every student to contribute positively to a community characterised by respect, ambition, curiosity and confidence.

Outstanding behaviour assumes a heightened level of citizenship, community spirit and independence of thought and action regarding effective learning. Unacceptable behaviour is that which insults, abuses, threatens, intimidates or injures any member of the school or local community, or which disrupts the learning of individuals or their peers.

3. Roles and responsibilities

- Students throughout the school are expected to take responsibility for their own behaviour (within academic and social time) and to meet or go beyond the expectations of the school
- Parents/carers are expected to take responsibility for the behaviour of their child and to assist the school in maintaining high standards through the home/school agreement and other measures such as our guidelines on mobile phone use, our uniform policy and our IT acceptable use policy
- All teaching and support staff are responsible for ensuring the policy and associated procedures are followed consistently. All teaching and support staff are responsible for promoting, managing and rewarding outstanding behaviour and for creating an appropriate learning environment that fosters our Getting Life Ready skills and competencies.
- The Headteacher is responsible for the implementation of this policy and associated procedures, for ensuring consistent application across the school and for supporting staff in their handling of disciplinary situations
- Trustees will support the school staff in maintaining high standards of behaviour. In consultation with staff, they will regularly review and agree a policy, which promotes outstanding behaviour. They will ensure that the policy and expectations are communicated effectively to parents and students

All staff, together with Trustees, will ensure that there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origins, culture, religion, gender, disability or sexuality. Please refer to our Equality Act Statement and Objectives for further details.

4. Relationship to other policies

The implementation of this policy and associated procedures will be undertaken in clear relationship with other school policies, particularly Child Protection, SEN, Anti-bullying, the Equality Act Statement, Exclusion Policy, Uniform Policy, the Mobile Phone Policy and Acceptable Use Policy. This policy and associated procedures are written with regard to the current legislative context.

5. Managing behaviour

5.1. Promoting positive behaviour

In lessons and around the school, we aim to model and promote outstanding behaviour with each other and with students at every opportunity. Students are encouraged to take responsibility for themselves and others, their learning, and for the environment by:

- taking responsibility for their actions
- demonstrating understanding, tolerance, courtesy and respect towards others
- encouraging the responsible use of communication technologies including social networking
- respecting other people's possessions
- endeavouring to make the school a clean, safe and pleasant place in which to work and learn

We recognise:

- commitment and Getting Life Ready skills and competencies
- academic progress and attainment
- contributions to wider aspects of school life
- success and achievements by individuals and teams within and outside school

We reward positive behaviour with:

- verbal praise and positive feedback
- Getting Life Ready merits and associated house points
- Praise on a Postcard
- Passport Programme Gold, Silver and Bronze award for recognising personal development
- house points for achievements outside school
- subject certificates, prizes and awards

5.2. Consequences of unacceptable behaviour

At Beaconsfield High School, we believe that student discipline is primarily a question of relationships rather than rules; the school ethos is that individuals and relationships matter. All staff recognise that an appropriate response with one student in one circumstance may be inappropriate with another student, or in a different situation; they apply professional judgement before implementing sanctions, and take full responsibility for doing so. Student misbehaviour is logged and behaviour points are issued. Our consequences chart details examples of misbehaviour and sanctions.

We implement a range of sanctions for unacceptable behaviour including (non-exhaustive):

- behaviour logs and associated behaviour points
- school-community service
- loss of marks for both formative and accredited assessments
- lunchtime detention
- after school detention
- communication/meetings with parents/carers
- restorative justice sessions
- invoicing parents/carers for damage
- short term support with outside agencies
- placing on report
- internal suspension
- Fixed term suspension
- permanent exclusion

Parents/carers and students are notified by the school to inform them of detentions, requests for meetings or to report misbehaviour.

Reported incidents of student misbehaviour will be investigated, and where reasonable, evidence from staff statements and the student 'BHS Statement Form' will be completed and signed and dated to ensure that all involved have the chance to say what happened. Where the school considers it appropriate, police and/or other relevant bodies will be informed of incidents and engaged in support for further advice for both students and staff.

5.3. Record keeping

Records are kept of both positive and unacceptable behaviour, together with associated rewards or sanctions. Appropriate levels of confidentiality within the records are observed; behaviour which has warranted a full investigation and sanctions beyond a straightforward behaviour log will be recorded on Edulink/SIMs so any possible pattern can be monitored by the Head of Learning and Pastoral Leads.

5.4. Searching and confiscation

Under section 91 of the Education and Inspections Act 2006, Beaconsfield High School has the general power to discipline a student as appropriate. This general power enables the Headteacher or a designated senior member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where it is reasonable to do so. This right is compatible with article 8 of the European Convention on Human Rights that states students have a right to respect for their private life.

The Headteacher or authorised staff have the statutory power to search a student or their possessions without consent where they have reasonable grounds for suspecting that the student may have a prohibited item. There is no requirement to inform parents or seek their consent before a search is undertaken. Prohibited items are (non-exhaustive):

- knives, blades or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarette papers, e-cigarettes, vapes or vaping equipment
- fireworks
- pornographic images or articles
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to or damage the property of any person (including the student)
- any item banned by the School's rules (see consequences chart in Appendix), and identified as an item which may be searched for.

5.5. Confiscation and disposal of suspected illegal drugs

The law permits school staff to take temporary possession of a substance suspected of being an illegal drug for the purposes of preventing an offence from being committed or continued in relation to that drug providing that steps be taken to destroy the drug or deliver it to a person lawfully entitled to take custody of it.

Staff authorised to conduct a search should:

- ensure that a second adult witness is present throughout
- seal any samples found in a plastic bag and include details of the date, time of seizure/find and the witness that is present
- store it in the school safe

- immediately inform the police who will collect and store it. The school does not have to divulge the name of the student(s) from which the drugs were taken. Where a student is named, the police may have to follow a set of internal procedures
- record full details of the incident including the police incident reference number
- inform parents or carers unless it is considered that this would jeopardise the safety of the student

Where the designated person undertaking the search finds other substances, which are not believed to be controlled drugs, these can be confiscated if that person believes them to be harmful or detrimental to good order and discipline. This would include new psychoactive substances or 'legal highs'. If it is not possible to identify the legal status of a drug, it should be treated as a controlled drug. School staff should not attempt to analyse or taste substances.

Items confiscated, because they are banned by the school rules (see consequences chart in Appendix), should be collected by arrangement by parents/carers from the school office. Confiscated weapons, knives and controlled drugs will be handed over to the police. Stolen items discovered during a search should be returned to the owner unless there is an active police investigation or the nature of the stolen item warrants police involvement, in which case the item should be handed to the police.

5.6. Use of reasonable force

The use of force is considered reasonable if it is proportionate to the consequences it is intended to prevent. If a student is considered to be at great risk of hurting themselves or others, all members of school staff have a legal power to use reasonable force without parental/carers consent; this power also applies to people temporarily placed in charge of students by the Headteacher, such as parents/carers accompanying school visits. Reasonable force can also be used to prevent students from damaging property or from causing disorder.

Circumstances in which force might be appropriate include, but are not limited to:

- removing a disruptive student from the classroom where they have refused to follow an instruction to leave
- preventing a student from behaving in a way that disrupts a school event, activity or visit
- preventing a student leaving a classroom where allowing them to leave would risk their safety or lead to disruptive behaviour by others
- preventing a student attacking another person
- stopping a fight

Please refer to the Child Protection policy for further discussion of use of reasonable force.

5.7. Mobile phones and devices

Beaconsfield High School recognises that communication through personal digital devices is part of everyday life for most families. We recognise that parents/ carers in our community feel the need for their children to have access to a mobile phone on their way to and from school for safety and organisational purposes. However, there is growing evidence that excessive and constant use of mobile phones is having a negative impact on children's mental health, their ability to confidently socialise, as well as negative impacts on attainment. Studies show that taking breaks from digital distractions support more balanced emotional states. Other studies, including those referenced by *The Lancet* and *Ofcom*, consistently link smartphone use with:

- Increased levels of anxiety and depression.
- Poorer sleep quality.
- Reduced self-esteem, especially through social comparison and online pressures.

Research suggests that reducing access to mobile phones can lead to improvements in wellbeing, especially among younger adolescents. With this in mind, **Beaconsfield High School does not allow students to use their mobile phones within school hours and implements a gate-to-gate policy.**

Year 7 students

All of Year 7 students will be part of a smartphone-free school day. This means that Year 7 students should not bring smartphones into school. Instead, if a phone is needed for travel or communication before or after the school day, students should bring a simple “feature phone” (often called a ‘brick phone’). All phones will be securely stored in pouches during the school day.

Feature Phones must be switched off and secured in the pouch on arrival at school and will remain locked until the end of the day.

Pouches will be stored in students’ bags or lockers throughout the day. The pouches are a standard part of uniform for these year groups and must be purchased via Scopay. By introducing signal blocking pouches, we ensure phones are out of sight and out of mind, allowing students to engage more fully with school life. Moreover, removing access to smartphones during the school day supports safeguarding, aligns with our values, and supports a more respectful and safe school culture.

Year 8-10 students

All students in Years 8–10 are expected to bring a school-issued signal-blocking mobile phone pouch each day. Phones must be switched off and secured in the pouch on arrival at school and will remain locked until the end of the day. Pouches will be stored in students’ bags or lockers throughout the day. The pouches are a standard part of uniform for these year groups and must be purchased via Scopay. By introducing signal blocking pouches, we ensure phones are out of sight and out of mind, allowing students to engage more fully with school life. Moreover, removing access to smartphones during the school day supports safeguarding, aligns with our values, and supports a more respectful and safe school culture.

Students with medical conditions that require the use of a mobile phone such as diabetes are known to the school. There is a medical pouch to purchase in instances of diabetes or other documented medical conditions requiring access to phones during the school day. This will enable students to access devices during the school day in order to manage specific medical conditions.

Year 11

Students are allowed to bring their mobile phone to the school site, but the device must be switched off and not seen or heard during the school day. Our ‘gate-to-gate’ policy is clear; phones are switched off and must remain out of sight on entry to school. Students are not permitted to use their mobile phone onsite for any purpose.

Other devices such as earphones are also to be stored in bags for the duration of the school day and smart watches should not be used for communicating. Students will be directed by teachers if their earphones are recommended for use in lessons with the school PCs or the students’ personal digital device (BYOD).

To avoid confusion, we cannot accept a child’s mobile phone as their personal digital device (BYOD). Please see the BYOD Policy for guidance on the device specifications required.

The school employs rigorous filtering and monitoring software to ensure that students using the school's network are safeguarded; any concerns flagged up are reported to the Designated Safeguarding Lead for investigation and appropriate action.

The school cannot take responsibility for material a student has accessed if they have chosen to use a VPN (Virtual Private Network), but will still take action if this constitutes a safeguarding concern.

5.8. Social media

Parents/carers are advised about online safety at Welcome Evenings and receive regular information via the Head teacher's updates. Links to relevant organisations such as the NSPCC and CEOP can be found on the Safeguarding page on the school's website; these provide parents/carers with key advice.

It is not the school's responsibility to monitor a student's social media use, but there is a need for parents/carers and the school to collaborate on making sure students are making sensible choices and are within the framework of the age restrictions of the different social media platforms; friendship issues and other related concerns conducted via social media both within and beyond school are therefore not within the remit of the school to respond to unless there is a clear impact upon a student's behaviour and attitudes within school.

Further clarification about specific behaviour linked to mobile phone and social media use can be found on the Consequences Chart in the Appendix.

5.9. Detention

Although there is no legal requirement to seek parental/carer consent for student detention, Beaconsfield High School takes the view that it is good practice to do so. Where possible, parents/carers will usually be given 24 hours' notice for detentions outside the normal school day.

5.10. Power to discipline 'beyond the school gate'

This policy and the associated procedures extend to all non-criminal unacceptable student behaviour, which might occur off the school site and is witnessed by a member of staff or reported to the school. The policy applies when the student poses a threat to others or adversely affects the reputation of the school and is:

- taking part in any school-organised activity
- is part of a school visit whether in or outside the UK
- travelling to or from school
- wearing school uniform; or identifiable as a student at the school

5.11. Involvement of outside agencies

When appropriate, the school will seek the support of outside agencies in implementing procedures to ensure the needs of every student are met. Records of referrals to outside agencies will be maintained, and all relevant staff will be kept informed.

Examples may include educational psychologists, behaviour support services, child protection agencies, the police including the Safer Schools Officer, social services, Barnardo's/RUSafe, Family Support, Early Help and services linked to Bucks Local Offer.

6. Allegations of abuse by staff

Allegations of abusive behaviour by staff will be dealt with quickly, fairly and consistently. Every effort will be made to protect the student, support the member of staff and secure confidentiality.

According to guidance provided under the 'Dealing with allegations of abuse against Teachers and Other Staff' (October 2012), the DfE advise that suspension will not be an automatic response to an allegation; where a member of staff is suspended, this will be a neutral act to enable a fair and thorough investigation to take place.

The Education Act 2011 introduced reporting restrictions preventing the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil from the same school (where that identification would identify the teacher as the subject of the allegation). Beaconsfield High School considers the need to maintain anonymity of staff involved vital whilst any investigation is undertaken.

Students who are found, on investigation, to have made malicious accusations will be excluded for an appropriate length of time.

7. Staff training

The school provides relevant information and training on behaviour management to all staff.

When relevant the school will provide opportunities for staff to develop their knowledge and skills in relation to:

- the implementation of rewards and sanctions in accordance with this policy
- recording of incidents
- classroom management
- educational visits
- legislation affecting behaviour management

Staff receive Pastoral/Safeguarding training on a three-weekly basis; any changes to behaviour policy or protocols is communicated to them via meetings and bulletins. Heads of Learning meet their pastoral teams every three weeks as well to discuss behaviour and other pastoral issues.

Staff updates include any revisions to policy in light of changes to 'Keeping Children Safe in Education' such as the addition of child-on-child abuse as concerns in many schools. As part of their Safeguarding training, staff are asked to consider whether unacceptable behaviour could be a sign of some form of child protection concern.

8. Review

The Headteacher and Leadership Team will undertake systematic monitoring and review of the Behaviour for Learning policy and procedures.

The Trustees will regularly review the implementation and effectiveness of this policy. Responsibility for the detailed consideration of the policy will be delegated to the Education & Outcomes Committee.

Date last reviewed:	Summer 2026
Next review date:	Summer 2027
For review by:	FGB

Appendix 1 – BfL Achievements Chart

Beaconsfield High School

Behaviour for Learning: REWARD and RECOGNITION CHART

"Points" refer to achievement points/logs or house points recorded via Edulink and reported on grade cards and counting towards House totals

GLR Merits	PRAISE ON A POSTCARD (POP)	PASSPORT AWARD PROGRAMME	END OF TERM AWARDS
+5 Points	+25 House Points	+75/+120/+200 House Points	+50 House Points
Staff member issues GLR merit via Edulink A single GLR merit for 4Cs/4Rs/Oracy. Awarded in class for excellent learning habits/ GLR skills.	Staff member issues POP via Edulink Physical postcard handed out in form time during 'Shout Out' Friday 25 house points issued	Tailored personal development award programme for each year group: Bronze award: 75 house points Silver award: 120 house points Gold award: 200 house point	Awarded at Praise and Celebration assemblies throughout the year: Subject achievement awards Subject progress awards Subject effort and attitude to learning awards GLR top achiever awards Oracy awards HOL awards Tutor awards Maddy Murrell Cup Year 7 Music Cup Junior Music Cup Sports Awards Passport Programme Award Cup Pillar Peer Awards Hot Chocolate with the Head
<i>Demonstration of any of the 9 GLR soft skills</i>	<i>Outstanding contribution to my own or other's development in my free time</i>	<i>Acknowledging achievement beyond the classroom</i>	<i>Exceptional Attainment, progress and attitude to learning</i>
Creative Thinker Critical thinker Collaborative Worker Committed Worker Resourcefulness Risk Taking Resilience Reflection SLCP (oracy GLR)	Curious in thought Courageous in action Confident in themselves	Spur each other on Choose Respect Be open to the new Back yourself	Inspirational learning Limitless Ambition Empowering Support

House Competitions (house points collated in House Point Spreadsheet)

- 1st Place: 500 points for house (plus POP for individuals)
- 2nd Place: 350 points for house (plus POP for individuals)
- 3rd Place: 200 points for house (plus POP for individuals)
- 4th place: 100 points for house (plus POP for individuals)
- 5th place: 50 points for house (plus POP for individuals)
- 6th place: 10 points for house (plus POP for individuals)

Appendix 2 – BfL Consequences Chart

<i>Beaconsfield High School</i> Behaviour For Learning- CONSEQUENCES CHART				
C1	C2	C3	C4	C5
BEHAVIOUR LOG 5 points Action Staff member informs student of behaviour log on edulink	BREAKTIME DETENTION 10 points Action Detention recorded on edulink 15-minute detention A breaktime detention can be given without C1s being issued	MIDDLE LEADER DETENTION 15 points Action Detention recorded on edulink Home contacted 30-minute detention afterschool A middle leader detention can be given without C1/2s being issued	SLT DETENTION 20+ points Action Detention recorded on edulink HOL/HOD investigates incident and decides course of action Home contacted 60-minute detention afterschool An after-school detention can be given without C1/2/3s being issued	HOL, SLT OR HT ACTION 30+ points Action HOL/HOD/ SLT investigates and decides action and logs on edulink HOL/HOD/SLT contacts home Internal-suspension/External suspension A C5 can be given without C1/2/3/4s being issued
2 x C1s during a school week will lead to a breaktime detention		x2 C2 detentions in one week Repeat of C1/2 (behaviour that persistently falls short of expectations)	x3 C3 detentions in a half term Repeat of C2/3 (behaviour that persistently falls short of expectations)	X3 C4 detentions in a half term Repeat of C2/3/4 (behaviour that persistently falls short of expectations)
The following are examples only for guidance - this is not an exhaustive list				
Lateness to registration or lessons Failure to follow school rules/ staff instructions/ direction Disruptive behaviour Uniform/jewellery/6th form dress code Litter Lack of homework/Deadline missed Lack of equipment, kit, textbook, exercise book Inadequate work Failure to sign in/out on InVentry (6 th Form ONLY) Report card incomplete	Persistent C1 behaviours (this may be within a lesson, over a series of lessons or tutor times) Eating in classroom	Persistent C2 behaviours (this may be within a lesson, over a series of lessons or tutor times) Refusal to attend lower-level sanctions Chewing gum Rudeness to staff/ talking back	Internal Truancy (form time or lesson) Serious misbehaviour (referral to HOL/ HOD) Defiance (referral to HOL/ HOD) Vandalism/graffiti Cheating in examinations/assessments and/or plagiarism Refusal to attend lower-level sanctions Mobile phones/electronic headphones/misuse of technology	Serious misbehaviour (referral to SLT) Bullying (referral to HOL/ SLT) Off-site truancy Refusal to attend lower-level sanctions
Any behaviour considered serious enough may lead to a Managed Move or Permanent Exclusion.				

Appendix 3 - The Four Pillars and VMP

All members of the school community need to work together to create a climate of mutual respect and understanding.

Summarised below are the 'The Four Pillars' which we expect all students to follow:



BEACONSFIELD HIGH SCHOOL
Limitless ambition

Our Vision

To help develop girls of character – curious in thought, courageous in action and confident in themselves.

Our mission

Inspirational learning. Limitless ambition. Empowering support.

cultural pillars

Spur each other on



Choose respect



Be open to the new



Back yourself



Appendix 4 – Home-school Partnership Agreement (Years 7-11)



If we all follow these principles, and talk to each other whenever problems arise, then everyone should benefit from and enjoy their time in school. This partnership agreement is underpinned by our Behaviour for Learning Policy available on our website, which details how we celebrate and reward achievements along with our behaviour sanctions.

The School will:

- support your child to be curious in thought, courageous in action and

confident in themselves

- have high expectations of students in terms of attendance, learning, commitment, behaviour and appearance
- provide a pastoral system to support, monitor and care for each student
- support students according to our safeguarding policy and endeavour to keep everyone safe
- contact parents/carers if there is a problem with attendance
- let parents/carers know about any concerns or problems that affect a student's work or behaviour
- respond to parental/carer and student concerns in a timely manner (72 hours/3 working days) as stated in our communications guidance available on the website
- provide a broad and balanced curriculum
- set and monitor homework as appropriate to each subject
- provide regular grade cards for parents/carers
- arrange Parents' Evenings during which progress will be discussed
- keep parents/carers informed about school activities through a variety of methods including The Head's Update, e-mail and text, the school website, social media, Information Evenings, the school calendar

To support us in ensuring that BHS is a school where students have limitless ambition, where learning inspires and where support empowers, we ask that students make some commitments.

The Student will:

- attend school as required by law, our minimum expected attendance is 95%
- arrive on time and bring all equipment needed for the day, wear the correct school uniform according to the guidance provided in the uniform policy
- follow the "Four Pillars" (Spur each other on; Choose respect; Be open to the new; Back yourself)
- talk to a parent/carer, staff member, Student Welfare, Wellbeing Mentor or the school counsellors about any significant concern or problem
- talk to the school about any concerns regarding their safety or the safety of others

- listen to staff and follow instructions
- concentrate in lessons and complete homework and classwork to the best of their ability
- enable fellow students to learn in a calm and ordered environment
- be a responsible and committed member of the school community, getting involved in a range of school activities and always considering the needs of others
- not act in a manner that may lead to the injury or hurt of another student or member of staff. This includes actions of a physical, emotional, sexual, verbal, racial or cyber nature
- complete student statement forms truthfully and honestly if asked to do so
- Abide by our behaviour for learning policy

The Parent/Carer will:

- ensure that their child attends school as required by law, our minimum expected attendance is 95%
- ensure that their child arrives at school on time, is correctly equipped for learning, is wearing the correct school uniform according to the guidance provided in the Uniform Policy
- notify the school of any absence relating to illness via Edulink absence notification tool or calling the absence hotline (01494 673043) before 8.15am every morning that their child is absent.
- comply with the leave of absence procedures unless there are exceptional circumstances which have been discussed with the school in advance
- support the School in ensuring their child understands and follows the “Four Respects”, respect for self, respect for others, respect for learning and respect for our environment.
- ensure that the school is made aware of any significant concerns or problems which might affect their child’s safety, learning, behaviour or well-being.
- talk to the school if they have any concerns regarding the safeguarding or safety of any student.
- support the school’s policies and procedures in relation to discipline and behaviour support their child in completing homework to the best of their ability, encouraging them to take responsibility for their own home learning and assisting them in planning their weekly schedule to support a healthy work/life balance.
- attend Parents’ Evenings and Information Evenings relevant to their child.
- encourage their child to take part in extra-curricular activities and actively support their participation.
- monitor use of social media, recognising that there are age restrictions for different social media platforms, and enforce good practice.

Persistent failure to adhere to this agreement may result in the school reconsidering the student’s place at Beaconsfield High School.

<https://saferinternet.org.uk/guide-and-resource/social-media-guides>

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/social-media/>

Appendix 5 – Home-school Partnership Agreement (Sixth Form)

We ask students and parents/carers to sign this agreement on admission to the school and every year thereafter to promote a shared responsibility for the welfare and progress of our young people at Beaconsfield High School, in accordance with our Vision, Mission and Pillars.



If we all follow these principles, and talk to each other whenever problems arise, then everyone should benefit from and enjoy their time in school. This partnership agreement is underpinned by our Behaviour for Learning Policy available on our website, which details how we celebrate and reward achievements along with our behaviour sanctions.

The School will:

- support your child to be curious in thought, courageous in action and confident in themselves
- have high expectations of students in terms of attendance, learning, commitment, behaviour and appearance
- provide a pastoral system to support, monitor and care for each student
- support students according to our safeguarding policy and endeavour to keep everyone safe
- contact parents/carers if there is a problem with attendance
- let parents/carers know about any concerns or problems that affect a student's work or behaviour
- respond to parental/carer and student concerns in a timely manner (72 hours/3 working days) as stated in our communications guidance available on the website
- provide a broad and balanced curriculum
- set and monitor homework as appropriate to each subject
- provide regular grade cards for parents/carers
- arrange Parents' Evenings during which progress will be discussed
- keep parents/carers informed about school activities through a variety of methods including The Head's Update, e-mail and text, the school website, social media, Information Evenings, the school calendar

To support us in ensuring that BHS is a school where students have limitless ambition, where learning inspires and where support empowers, we ask that students make some commitments.
we ask that students make some commitments.

The Student will:

- attend school as required by law, our minimum expected attendance is 95%
- ensure that their attendance in school is recorded accurately by using InVentry
- arrive on time and bring all equipment needed for the day, wear the correct dress code according to the guidance provided in the Sixth Form Dress Code
- follow the "Four Pillars" (Spur each other on; Choose respect; Be open to the new; Back yourself)
- talk to a parent/carer, staff member, Student Welfare, Wellbeing Mentor or the school counsellors about any significant concern or problem
- talk to the school about any concerns regarding their safety or the safety of others
- listen to staff and follow instructions
- concentrate in lessons and complete homework and classwork to the best of their ability

- enable fellow students to learn in a calm and ordered environment
- be a responsible and committed member of the school community, getting involved in a range of school activities and always considering the needs of others
- not act in a manner that may lead to the injury or hurt of another student or member of staff. This includes actions of a physical, emotional, sexual, verbal, racial or cyber nature
- complete student statement forms truthfully and honestly if asked to do so
- Abide by our behaviour for learning policy

The Parent/Carer will:

- ensure that their child attends school as required by law, our minimum expected attendance is 95%
- ensure that their child arrives at school on time, is correctly equipped for learning, is wearing the correct school uniform according to the guidance provided in the Uniform Policy on the website
- notify the school of any absence relating to illness by calling the absence hotline (01494 673043) before 8.15am every morning that their child is absent
- comply with the leave of absence procedures unless there are exceptional circumstances which have been discussed with the school in advance
- support the School in ensuring their child understands and follows the “Four Respects”, respect for self, respect for others, respect for learning and respect for our environment
- ensure that the school is made aware of any significant concerns or problems which might affect their child’s safety, learning, behaviour or well-being
- talk to the school if they have any concerns regarding the safeguarding or safety of any student
- support the school’s policies and procedures in relation to discipline and behaviour
- attend Parents’ Evenings and Information Evenings relevant to their child
- encourage their child to take part in co-curricular activities and actively support their participation
- take note of and pay respect to our communications policy available on the website
- monitor use of social media, recognising that there are age restrictions for different social media platforms, and enforce good practice

<https://saferinternet.org.uk/guide-and-resource/social-media-guides>

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/social-media/>