



Behaviour Policy

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I. Aims and approach

This policy aims to:

- Support and maintain **safe, enjoyable, respectful environment** that allows all to **achieve**
- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how students are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **recognition and sanctions**

The following principles will be followed in the implementation of this policy:

- A positive approach in addressing all behaviour
- Self-esteem, trust and rapport will be built between staff and students
- There is consistent use, application and support of the Behaviour Policy by all members of School community (behaviour is everyone's responsibility)
- All who work in member schools and across the Trust model appropriate behaviour
- The behaviour is separated from the student
- Communication around behaviours is as important as the enacting of the policy
- The prevention of unwanted behaviours.

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)
- [Mobile Phones in Schools](#)
- [School Suspensions and Permanent Exclusions](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online.
- The Department for Education's statutory guidance [Mobile phones in schools](#), which should be read alongside Behaviour in schools, Keeping children safe in education, Searching, screening and confiscation in schools, and Supporting students with medical conditions at school.

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Breaches of the school rules including School Code of Conduct
- Poor punctuality
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude as set out in the School Code of Conduct
- Incorrect uniform
- Inappropriate use of technology, devices and digital tools, including iPads, mobile phones and generative artificial intelligence.

Serious misbehaviour is defined as:

- Non-attendance and/or truanting;
- Repeated misbehaviour or breaches of the school rules including School Code of Conduct;
- Any form of bullying as defined in the Anti Bullying and Harassment Policy including online bullying or bullying online including social media or virtual chat platforms whether closed private groups or open groups whether taking place online during school hours on school site or not;
- Physical, including sexual, assault, or the threat of any such physical or sexual assault which is any unwanted physical or sexual behaviour that causes humiliation, pain, fear or intimidation to the victim and may include harassment;
- Vandalism;
- Theft;
- Fighting;
- Smoking or use of e-cigarettes (vaping);
- Racist, sexist, homophobic/transphobic or discriminatory behaviour of any type;
- Possession of any prohibited items. These are:
 - Knives or weapons;
 - Alcohol (including “no” or “low” alcohol);
 - Energy drinks prohibited for sale to under 16s;
 - Illegal drugs (including derivatives or other equivalent products);
 - Stolen items (or items which are more likely than not to have been stolen taking into account all relevant evidence and acting reasonably);
 - Tobacco, cigarette papers and lighter fluid or lighters; e-cigarette canisters (vapes) or other equivalent equipment;
 - Fireworks including fire crackers;
 - Pornographic or nudist images;
 - Any article a staff member reasonably suspects has been, or could be likely to be, used to commit or threaten to commit an offence, or to cause or threaten to cause personal injury or immediate damage to mental or physical health to, or damage to or threaten to damage the property of, any person (including the student);
 - Engagement in any child criminal exploitation/child sexual exploitation in any form.
- Engagement in any of the above or any activity whether in or outside of School including whilst in School uniform and including whilst travelling to and from School, or which could reasonably be considered to bring the School into disrepute whether in uniform or not;
- Incitement of any of the above.

4. Suspension or exclusion from School for Breaches of the Behaviour Policy

General

BET and each member School aims to ensure that:

The suspension and permanent exclusions process is applied fairly and consistently;

- The suspension and permanent exclusions process is understood by Trustees, governors, staff, parents and students;
- Students in school are safe and happy;
- Students do not become NEET (not in education, employment or training).

Suspension and permanent exclusion are used only when wider behaviour strategies, as outlined in the Behaviour in Schools guidance, have been exhausted, and where necessary to maintain a calm, safe and supportive environment.

Only the Head of School can suspend or permanently exclude a student and this must be on disciplinary grounds. A student may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single year), or permanently excluded. A suspension does not have to be for a continuous period. The law does not allow a suspension to be extended or converted into a permanent exclusion. In exceptional circumstances, usually where further evidence has come to light, a further suspension or a permanent exclusion may be issued to begin immediately after the original suspension ends. If a student's suspensions total 15 days or more within a term, the school's GDC must convene a meeting to review the headteacher's decision. Meetings may be held remotely where requested by parents and where criteria are met; however, face-to-face meetings remain the preferred approach. Students will not be excluded for non-disciplinary reasons such as the actions of his/her parents or his/her academic ability. The Trust does not operate a 'no exclusion' policy. While exclusion is a last resort, it is recognised as a necessary safeguard for maintaining safety and standards.

Decision to Suspend or permanently exclude

Whenever a student is made to leave school, or forbidden from attending school, on disciplinary grounds, this must be done in accordance with the School Discipline (student Exclusions and Reviews) (England) Regulations 2012. Decisions regarding suspension or permanent exclusion are made on the balance of probabilities, not the criminal standard of proof, and will never be taken lightly. Schools will make every reasonable effort to involve students so that any student who is suspended or at risk of permanent exclusion is enabled and encouraged to participate, to the extent they wish to, at all stages of the suspension or permanent exclusion decision making process. A student will only be suspended for any period of time, or permanently excluded, when he/she has breached this Behaviour Policy seriously or persistently, and where allowing him/her to remain in school would harm the education or welfare of the student or that of others in the school.

Considerations

When deciding whether to suspend or permanently exclude a student, headteachers must consider the school's responsibilities under the Equality Act 2010. Students with Education, Health and Care plans, students with SEN, and disabled students are especially vulnerable to the impact of suspension and permanent exclusion, and headteachers will not apply policies that disproportionately increase risk of exclusion. Where a student has an EHC plan, the School will contact the local authority at an early stage where there are significant behavioural concerns or risk of suspension or permanent exclusion, and will consider whether an early annual review is required.

The Head of School will consider all relevant factors and circumstances surrounding the incident, and where appropriate, the student's views will be taken into account before a decision is made, considering their age and

understanding, and the student will be informed how their views have been considered.

A headteacher may cancel an exclusion before the governing board meets. Where this occurs, all relevant parties must be informed and appropriate follow-up actions taken.

Suspension and Permanent Exclusions

Behaviour which is likely to lead to a suspension or permanent exclusion could include any form of serious misbehaviour as defined in the School's code of conduct or home school agreement but examples are as below:

- Persistent disruption of learning;
- Failure to respond to or engage with previous interventions;
- Smoking or e-cigarettes (vaping) or possession of items in unexplained quantities or large quantities;
- Alcohol (including low or no alcohol);
- Fighting;
- Vandalism;
- Verbal abuse of staff;
- Online activity whether onsite or offsite that poses a threat to others or risks harm to their education and welfare in school;
- Bullying;
- Possession of a prohibited item, particularly a weapon or any article a staff member reasonably suspects has been, or could be likely to be, used to commit or threaten to commit an offence, or to cause or threaten to cause personal injury to or immediate danger to the physical or mental health of, or damage to or threaten to damage the property of, any person (including the student) and/or any illegal drugs or smoking or vaping incident (possession (including of drugs or smoking/vaping paraphernalia), use independently, use with others, or supply, whilst 'in school') are more likely however to result in the student's permanent exclusion than not.

The Headteacher must notify without delay:

- Parents
- Local authority
- Social worker (if applicable)
- Virtual School Head (for looked-after children)

as identified in [Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement - Statutory guidance for maintained schools, academies and student referral units in England](#)

Actions following a Suspension

Schools should support students to reintegrate successfully into school life and full-time education following a suspension (this may also be after a cancelled exclusion) or period of off-site direction. Following any suspension a student and their parent/carer will be required to attend a reintegration meeting with senior pastoral staff and/or leadership staff. Ideally this will be held at the school but can also be a phone call or online meeting.

The purpose of the reintegration is twofold: firstly, to address the incident fully and ensure that the student has had time to reflect on the poor choices that led to the exclusion being given; secondly, to complete a Pastoral Support Plan or other document such as a Behaviour Contract that will help the student to reintegrate into the school community with a positive focus and clear targets, supported by both school and home through

clear interventions and expectations. The Pastoral Support Plan or Behaviour Contract or equivalent document will always be reviewed after an appropriate period of time with both student and parent/carer and both the student and parent/carer are required to attend this subsequent review meeting.

Students must not be prevented from returning to mainstream classrooms when parents cannot or will not attend reintegration meetings. Schools cannot extend or impose additional suspensions if students fail to participate in these meetings; instead, re-engagement issues should be addressed through the reintegration strategy.

Permanent Exclusion

This policy and any decision to exclude permanently follow all relevant legislation and the statutory guidance from the Department for Education: [Exclusion from maintained schools, academies and student referral units \(PRUs\) in England](#).

A permanent exclusion will be taken as a last resort having exhausted all other relevant sources of support and intervention both provided by School or third parties arranged by School or by external agencies, including Multi Agency Support Hubs. Heads of Schools will take into account the personal circumstances relevant to the individual student before excluding a student permanently and any mitigation provided.

During the first five school days of a suspension, and before any alternative provision begins, the School will take reasonable steps to ensure that appropriate work is set and marked, with reasonable adjustments made where required for students with SEND or disabilities.

No BET member School practices off-rolling (defined as the practice of removing a student from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the student).

Process and Procedures

All BET member Schools are committed to following all statutory exclusions procedures including with respect to time limits and notifications to parents/carers and the relevant local authority to ensure that every child receives an education in a safe and caring environment. The Department for Education Guidance: Exclusion from maintained Schools, academies and student referral units (PRUs) in England is a statutory document and all BET member Schools follow its provisions.

5. Roles and responsibilities

Governance and Reporting

The Board's Education Committee is responsible for monitoring this behaviour policy's effectiveness and holding the CEO and Director of Education to account for its implementation. The Education Committee's approach prioritises prevention, early intervention, and inclusive practice. Exclusion is used only where necessary to uphold standards and safety. It receives termly reports from the CEO on student behaviour across the Trust. Each Local Governing Body receives termly reports from the Head of School on behaviour incidents, including numbers and patterns relating to suspensions and permanent exclusions to ensure equitable and proportionate use.

Managed Moves and Off-Site Direction

Managed Moves

A managed move is a voluntary agreement between schools, parents and the student to transfer to another

school to improve behaviour and avoid suspension or permanent exclusion.

The Trust will:

- Use managed moves as a **preventative strategy**, not as a sanction
- Ensure moves are **agreed by all parties**, including parents and the receiving school
- Ensure the student's views are considered in line with their age and understanding
- Set **clear objectives, success criteria, and review points** for the placement
- Record the managed move formally and monitor outcomes

Managed moves will **not be used as a proxy for permanent exclusion** or to remove a student unlawfully from the school roll.

Off-Site Direction (Section 29A)

The Trust Board delegates to the Headteacher of each academy the authority to direct a student to attend off-site educational provision for the purpose of improving behaviour, in accordance with Section 29A of the Education Act 2002, the Education (Educational Provision for Improving Behaviour) Regulations and current Department for Education statutory guidance.

The Headteacher may exercise this delegated authority without obtaining case-by-case approval from the Trust Board, Local Governing Body or central Trust staff. The Headteacher will ensure that all statutory notification, review, safeguarding, monitoring and record-keeping requirements are met and will report the use of off-site direction through the Trust's normal governance and monitoring arrangements.

Off-site direction will:

Be used as a **short-term intervention**, not a long-term placement

- Form part of a **planned, monitored strategy** for reintegration
- Have **clear objectives and review mechanisms**
- Ensure the student remains on roll at the school
- Be communicated clearly to parents, including rationale and expected outcomes

The Trust will ensure that any alternative provision is **suitable, safe, and of high quality**, and that safeguarding responsibilities remain in place.

The CEO and Head of School

The CEO and Director of Education/School Improvement are responsible for reviewing this policy, and Heads of Schools are responsible for adapting the school specific sections and holding staff to account for the policy. Heads of Schools are responsible for ensuring all staff receive induction and subsequent training in this Policy, appropriate to their role, and regardless of the point in the academic year that staff join a school.

The Head of School will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. The Head of School will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. The Head of School provides termly reports to the Local Governing Body on behaviour and implementation of this Policy and is accountable to the CEO for the implementation of this Policy within each member School.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently;
- Modelling positive behaviour;

- Providing a personalised approach to the specific behavioural needs of particular students;
- Recording behaviour incidents;
- Communicating as appropriate with regards to behaviours so that all stakeholders can work together effectively for the support of teaching and learning;
- Empowering and supporting students to build and deliver a school environment and community within which all students have confidence in the implementation of the Behaviour Policy, including the reporting of any misbehaviour or serious misbehaviour as defined in this Policy.
- Staff should not use personal mobile phones for personal reasons in front of students during the school day, except where there is an authorised operational, safeguarding or emergency reason.

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the student code of conduct;
- Inform the school of any changes in circumstances that may affect their child's behaviour;
- Discuss any behavioural concerns with the appropriate member of staff promptly;
- Support their child in meeting the requirements and steps of any reintegration plan or other plan put in place to support their child's behaviour.

Students

Students are expected:

- to follow the Student Code of Conduct below and School rules, and;
- to report or to engage with any reporting process relating to any misbehaviour and serious misbehaviour incidents;
- to meet the requirements and steps of any reintegration or other plan put in place to support their behaviour.

Student code of conduct

Students are expected to:

- Behave in an orderly and self-controlled way;
- Show respect to members of staff and each other in all regards including use and tone of language;
- Be in the right place, at the right time, doing the right thing;
- In class, make it possible for all students to learn;
- Move quietly and purposefully around the school;
- Not to use mobile phones or similar smart technology, including smart watches, during the school day, unless a specific exception has been authorised by the school for medical, safeguarding or other exceptional reasons.
- Treat the school buildings and school property with respect;
- Wear the correct uniform at all times;
- Follow the School rules;
- Accept sanctions when given;
- Refrain from behaving in a way that brings the school into disrepute, including when outside school;
- Report incidents of breach of School Code of Conduct, School rules including misbehaviour and serious misbehaviour.

These expectations apply to in person and online behaviour both during school hours onsite inside school and outside school hours offsite where such offsite behaviour reasonably appears to continue onsite, or contributes to or impacts behaviour and the orderly running of the school onsite, or otherwise poses a threat

to another person on school premises.

See the example School Home/School Agreement in the Appendix I for further information.

6. Specific Behaviours

Child-on-child sexual violence and sexual harassment

Following any report of child-on-child sexual violence or sexual harassment whether in person or online, all member Schools follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5. The designated safeguarding lead (or deputy) is the most appropriate person to advise on the school's initial response. Each incident should be considered on a case-by-case basis.

Member Schools ensure that they are very clear in every aspect of their culture that sexual violence and sexual harassment are never acceptable, will not be tolerated and that students whose behaviour falls below expectations will be sanctioned. Member Schools induct, train and support all staff in the importance of challenging all inappropriate language and behaviour between students.

It is essential that all those reporting child on child sexual violence or harassment are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Sexual violence and harassment of members of the school community that occurs offsite outside of school hours whether online or in person outside of the school will be treated equally seriously as it occurred onsite in school hours.

Use of separation / keeping students apart

In rare circumstances, and where necessary for safeguarding reasons, a School may temporarily separate students or forbid a student from attending the premises where this is essential and cannot practicably be managed on site. This is not a disciplinary suspension or permanent exclusion. Such decisions will be made on a case-by-case basis, led by the DSL or deputy, with consideration of KCSIE, equality duties, human rights duties, and relevant multi-agency advice.

Behaviour incidents online both onsite in school hours or offsite outside of School hours

The way in which students relate to one another online and whether onsite or offsite, and during or outside of School hours, can have a significant impact on the culture at school. Negative interactions online offsite and outside of School hours can damage the school's culture and can lead to students feeling that School is not a safe place to be. Member schools recognise that behaviour issues online, offsite, outside of School hours, in particular can be very difficult to manage for both families and those involved in the behaviour. Nevertheless, all member Schools commit to ensuring that whilst member Schools recognise that the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity. All member Schools are committed to supporting all students to be responsible digital global citizens as well as responsible global citizens in person. All member Schools work with families and parents/carers to help families and parents/carers to support their children in becoming responsible digital global citizens and to ensure families and parents/carers understand the School's expectations with respect to all behaviour outside of School premises, outside of school hours, whether in person or online where that behaviour continues inside school or contributes to behaviour or impacts the orderly running of the School or the experience of other members of the school's community inside School premises during school hours or in School activities.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual violence or harassment is treated in the same way as offline behaviour. This includes the inappropriate use of generative artificial intelligence or other digital tools

to create, alter, impersonate, share or amplify content that breaches this policy, including bullying, harassment, sexualised content, discriminatory content, misinformation, impersonation of staff or students, or content that poses a safeguarding risk. All Schools' Codes of Conduct make these expectations express and clear so that staff and students can understand and follow such expectations clearly and consistently. In particular, where offsite behaviour, whether online or not, poses a threat to other members of the school community in school, the member School will take action in accordance with all its policies and procedures, including this Policy to ensure there is no risk of harm to the education and welfare for all members of the School from any behaviour incident or incidents.

Mobile Phones and Smart Technology

In line with DfE statutory guidance, all BET schools must be mobile phone-free during the school day, including lessons, lesson changeovers, breaktimes and lunchtimes. This applies to mobile phones and other smart technology with similar functionality, including smart watches and any device capable of sending or receiving messages, notifications, images, audio or video, or recording audio or video.

As a Trust minimum, students who bring a phone to school must keep it switched off and stored in their bag throughout the school day. Phones must not be used, seen or heard unless a specific exception has been authorised by the school.

Schools may go further where appropriate, including requiring phones to be handed in, stored securely, or not brought onto site. Any local approach must be clear, consistently applied, communicated to students and parents, and reflected in school behaviour procedures.

Exceptions for medical, safeguarding or other exceptional reasons must be agreed in advance and managed through a clear individual arrangement. Parents should contact the school office with urgent messages; students should not use their own phone to contact home during the school day.

Breaches will be managed in line with the behaviour policy and may include confiscation, detention or other proportionate sanctions.

Potential or Suspected criminal behaviour

In cases when a member of staff or headteacher suspects potential or actual criminal behaviour, the school must make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations should be fully documented, and schools should make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, schools should ensure any further action they take does not interfere with any police action taken. However, schools retain the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action.

Trips and activities

All staff, students, families and parents/carers recognise that all member Schools continue to apply this policy and codes of conduct for all trips or activities that the School provides and students participate in that are not part of the School or student's normal timetabled day. The same standards of behaviour are expected in all such activities, and depending on the context, there may be additional requirements due to the nature of the trip or activity.

Bullying

This policy is supported by the Anti-Bullying and Harassment Policy as well as each School's Code of Conduct and Home School Agreement.

7. BET behaviour management guidelines

Classroom management

All Teaching and support staff in classrooms are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages students to be engaged;
- Display the appropriate information regarding the behaviour policy;
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons;
 - Establishing clear routines;
 - Communicating expectations of behaviour in ways other than verbally;
 - Highlighting and promoting good behaviour through frequent positive recognition, ensuring that positive interactions with students outweigh negative interactions, including using merit / ERA points, verbal praise, and public acknowledgement to reinforce positive choices
 - Concluding the day positively and starting the next day afresh;
 - Having a plan for dealing with low-level disruption;
 - Using positive reinforcement;
 - Identifying and using supportive challenges to address proactively any incidents of harassment including verbal harassment.

In order to deliver these objectives, all student facing staff are provided with:

- BET Induction;
- BET CPD and training;
- BET standards/red lines of teaching;
- Line management support.

Physical Intervention

In some circumstances and in accordance with the Physical Intervention Policy, staff may use reasonable force to restrain or guide a student to prevent them:

- Causing disorder;
- Hurting themselves or others;
- Damaging property.

In accordance with the Physical Intervention Policy, incidents of physical restraint must:

- **Always be used as a last resort;**
- Be applied using the minimum amount of force and for the minimum amount of time possible;
- Be used in a way that maintains the safety and dignity of all concerned;
- Never be used as a form of punishment;
- Be recorded and reported to parents.

Confiscation

Any prohibited items (listed in section 3) found in students' possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate, and a risk assessment has been undertaken which may include the agreement of a support plan.

Mobile phones and similar smart technology may also be confiscated where they are accessed, used, seen or heard, or where there is a breach of the school's mobile phone expectations. Confiscation will

be proportionate, managed in line with DfE guidance, and phones will be returned in accordance with the school's local behaviour procedures.

Searching and screening students is conducted in accordance with the Physical Intervention Policy, the law, and DfE guidance on searching, screening and confiscation, including where mobile phones or similar devices are identified in school rules as items that may be searched for.

Student support

In implementing this Behaviour Policy, BET and each School are committed to delivering the provisions of the Equality Act 2010 in order to prevent students with any protected characteristic from being at a disadvantage.

All members of staff will seek advice from the School SENDCo in order to establish whether any student who exhibits challenging behaviour may have any underlying educational needs that are not currently being met. Where a student appears able to access the School curriculum in accordance with expectations but continues to exhibit behaviour that escalates and does not engage with the support offered, members of staff will consider whether a referral to an appropriate external agency, including advising families to make a referral to a GP, is appropriate. The Trust's SEND Policy also sets out further detail.

Wherever behaviour indicates underlying unmet needs, including refusal to engage with support strategies or plans offered internally, support and advice will also be sought from the appropriate external sources such as specialist teachers, an educational psychologist, CAMHS and/or others, to identify or support specific needs. The SENDCo in each School will coordinate such additional support with respect to educational needs; where the needs are not preventing a student from accessing the School curriculum, such additional support or advice to families and parents will be coordinated by pastoral leaders (AHT Wellbeing). When acute needs are identified in a student, schools will liaise with external agencies and plan appropriate support programmes for that child. All Schools will work with parents -as parents wish to participate -to create such plans, to review their effectiveness and adjust accordingly, and review it on a regular basis, and this may include plans and support under the Trust SEND Policy.

8. Recognition

BET and each member School are committed to recognising and celebrating positive behaviour, effort, and achievement to create a positive school culture where all students can thrive. Each School will implement a structured recognition system that includes immediate verbal praise, merit/house/ERA points for positive behaviour, effort, achievement and good / improving attendance. Students are expected to participate in achievement assemblies, house competitions, and student-led appreciation events where they can recognise peers and staff, creating a culture where excellence is celebrated and students feel valued.

Recognition will be applied consistently across all member Schools through systematic recording and monitoring to ensure equitable distribution across all student groups. All staff are responsible for implementing recognition systems in accordance with training provided during BET Induction and ongoing CPD, with regular review involving student voice, staff feedback, and family engagement to ensure our approach continues to reinforce the behaviours and values outlined in the Student Code of Conduct.

9. Monitoring arrangements

This behaviour policy will be reviewed by the Education Committee of the Trust Board at least every three years and by each Local Governing Body with respect to Appendix I annually.

10. Links with other policies

This behaviour policy is linked to the following policies:

- Home School Agreement and Student Code of Conduct;
- Safeguarding policy;
- Anti-bullying and Harassment policy;
- Attendance policy;
- Equalities Objectives;
- SEND Policy and Accessibility Plan;
- Supporting Students with Additional Medical Needs including the Administration of Medicines;
- Boarding specific statutory policies;
- Staff Code of Conduct.

Appendix I - School specific information and behaviours

School-Specific Information and Behaviours

Enjoy, Respect, Achieve

At The Costello School, our values of Enjoy, Respect and Achieve underpin everything we do. We are committed to creating a calm, safe and purposeful environment where all students can thrive academically, socially and emotionally.

We believe that excellent behaviour supports excellent learning. Positive relationships, visible consistency and high expectations allow students to feel safe, valued and successful.

Our behaviour systems are built on clear expectations, disruption-free learning, positive relationships and consistent routines. Maintaining high standards of behaviour is everyone's responsibility.

Our approach is based on high expectations for all, with appropriate support where needed.

This appendix should be read alongside the Bohunt Education Trust Behaviour Policy.

Our Approach

At Costello, students should know where they stand.

We notice and recognise when students get it right.

We correct behaviour calmly when expectations are not met.

We use proportionate consequences when necessary.

We intervene firmly where behaviour is unsafe or seriously below our expectations.

We repair relationships and give students the opportunity to move forward.

We recognise that young people sometimes make mistakes. Our response will consider the nature of the behaviour, its impact and whether it was accidental, careless, deliberate or repeated.

Describing behaviour as a joke, banter or play does not prevent the school from taking action where the behaviour is unsafe, humiliating, discriminatory, harmful or unwanted.

What We Expect Every Day

Our expectations are straightforward. We expect students to:

- arrive on time, properly equipped and ready to learn;
- wear the correct Costello uniform;
- follow reasonable staff instructions first time;
- allow teachers to teach and other students to learn;
- speak respectfully to staff, students and visitors;
- move calmly and purposefully around the school;
- keep their hands, feet and objects to themselves;
- attend lessons, detentions and other directed activities;
- follow the school's mobile phone and smart-device expectations;
- look after the school environment and other people's property;

- behave appropriately online; and
- represent Costello positively in school and within the local community.

Every student has the right to learn in a disruption-free environment. No student has the right to disrupt the learning of others.

These expectations apply throughout the school day, during social times, on educational visits and ERA Week, online where behaviour has an impact on the school community, whilst travelling to and from school, and when representing the school.

Recognition and Rewards

We want students to be recognised for getting things right.

At The Costello School, we actively recognise and celebrate positive behaviour, effort, kindness, contribution and achievement.

Recognition may include:

- verbal praise;
- positive contact home;
- achievement points;
- ERA awards;
- tutor and subject recognition;
- Top 100 events;
- Game Changer awards;
- praise assemblies;
- sports awards;
- house competitions and the House Cup;
- Presentation Evening awards;
- prefect and leadership opportunities; and
- displays and celebration of exceptional work.

Formal rewards and sanctions are recorded on the school's behaviour system as appropriate.

Behaviour and Consequences

Our behaviour system is designed to be clear, calm, fair and consistent.

Staff will seek to de-escalate situations, maintain positive relationships and help students make better choices, whilst upholding high expectations.

Where expectations are not met, an appropriate consequence will be applied.

Level	Typical Response	Typical Examples
Reminder	Reminder and opportunity to correct behaviour	Minor disruption or failure to meet an expectation
L1	School detention	Low-level behaviour, lateness, equipment or uniform concerns

L2	Extended faculty or pastoral detention	Repeated behaviour, missed sanction, truancy or refusal to follow instructions
L3	SLT detention and/or removal from lessons	Significant or repeated disruption, defiance or misconduct
L4	Significant school sanction, which may include ISR or suspension	Serious behaviour, aggression, unsafe conduct, serious or persistent defiance, or other significant breaches of the Behaviour Policy

Repeated incidents may result in an escalating response. The school may also move directly to a higher-level response where the seriousness, context or impact of an incident warrants this.

The examples within this appendix are illustrative rather than exhaustive. Behaviour which is not specifically listed may still be sanctioned where it falls below the standards reasonably expected by the school.

Consequences may also include the withdrawal of privileges or participation in optional celebratory activities, including the Year 11 Prom, in accordance with this policy.

Fair and Consistent Decision-Making

Consistency does not mean that every student will always receive an identical response.

When determining an appropriate response, the school will consider the nature and seriousness of the behaviour, its impact, the individual circumstances, previous incidents, relevant safeguarding information and any reasonable adjustments required.

Where an incident requires investigation, staff will seek to establish what happened using the information reasonably available. This may include student accounts, staff accounts, CCTV and other relevant information.

Students directly involved in a significant incident will normally be given an appropriate opportunity to provide their account before a final behaviour decision is made.

Students are expected to be honest when asked about an incident. Deliberately providing false information, deliberately concealing relevant information or seeking to influence another student's account may itself result in a sanction.

Retaliation against, intimidation of or harassment towards a student who has reported a concern, provided information or supported an investigation will be treated seriously and may result in an escalated sanction.

Having SEND or an additional need does not, in itself, exempt a student from the school's behaviour expectations. The school will make reasonable adjustments where required by law and will consider relevant individual circumstances when applying this policy.

Where an adjustment has been agreed, students are expected to meet the adjusted expectation.

The Headteacher retains responsibility for decisions to suspend or permanently exclude a student in accordance with the BET Behaviour Policy and statutory guidance.

Following Staff Instructions

Students are expected to follow reasonable staff instructions first time.

Where a student disagrees with an instruction or sanction, they should comply at the time and raise their concern appropriately afterwards.

Refusal to follow a reasonable instruction is a separate behaviour incident and may result in an additional or escalated sanction.

This includes:

- refusing to attend a detention or directed location;
- walking away from a member of staff when being addressed;
- continuing to argue or refusing to comply after a clear instruction;
- deliberately failing to comply with an instruction; or
- refusing to hand over an item when reasonably instructed to do so.

Respectful Conduct and Language

Students are expected to speak respectfully to staff and to each other.

Inappropriate language, including swearing in conversation, will be challenged and may be sanctioned.

Swearing at another person, or using threatening, intimidating, abusive or discriminatory language towards a member of staff or another student, is more serious and may result in an escalated sanction, including an L4 response where appropriate.

Attendance at Lessons and Truancy

Students are expected to attend and remain in their timetabled lesson or other directed location.

Students must not deliberately fail to attend a lesson, leave a lesson without permission, hide or choose to remain elsewhere on the school site without authorisation.

Where a student is experiencing difficulty accessing lessons, an alternative arrangement must be agreed with appropriate school staff. Students should not independently decide not to attend lessons.

Truancy will result in a school sanction. Repeated truancy may result in escalating sanctions alongside appropriate pastoral support and intervention.

Detentions and Internal Support Room

Detentions are an important part of the school's behaviour system and may take place during break, lunchtime or after school.

The school operates same-day and no-notice detentions in accordance with the BET Behaviour Policy and relevant guidance.

Parents and carers will normally be informed of after-school detentions through the school's communication systems. When determining detention arrangements, the school will consider relevant individual circumstances, including arrangements for the student to travel home safely. Parental consent is not required for a detention to be issued.

Failure to attend a detention without a valid reason will normally result in an escalated sanction.

For more significant behaviour, the school may issue an extended detention.

The Internal Support Room (ISR) provides a structured environment in which students can continue their learning away from mainstream lessons. ISR may be used following significant incidents, repeated disruption, unsafe behaviour or where previous interventions have not been successful.

Placement in ISR is a direction by the school. Students are expected to attend, remain in the designated area, complete the work provided and follow staff instructions. Students are expected to complete an L3 detention afterschool following their full day in the ISR.

Failure to meet these expectations, including refusing to enter or remain in ISR, may result in further or escalated sanctions.

Repair and Rebuild

High expectations and strong relationships go together.

Where things go wrong, our aim is not simply to issue a consequence, but to help students understand what happened, repair relationships and successfully return to learning.

Following significant incidents or sanctions, students may take part in a Repair and Rebuild conversation or reintegration meeting. This provides an opportunity to reflect on what happened, understand its impact, agree what needs to change and identify any support required.

We believe students should have the opportunity to learn from mistakes.

Every lesson and every day provides an opportunity for a fresh start.

Uniform

We are proud of our school and expect all students to wear the published Costello uniform correctly.

Having SEND, an additional need or a medical condition does not, in itself, mean that a student is unable to meet the school's uniform expectations. All students are expected to wear the published school uniform unless an individual adjustment has been agreed by the school.

Where an individual adjustment is required, this will be considered by the school in accordance with its legal duties and agreed with the family. Wherever reasonably possible, adjustments will enable the student to remain as close as possible to the published Costello uniform.

An agreed adjustment applies only to the specific aspect of uniform for which it has been made. All other uniform expectations continue to apply.

Where a student is not wearing the correct uniform and there is no agreed adjustment or other valid reason, the school's normal behaviour procedures will apply. This may include the student being directed to ISR whilst the issue is resolved.

Temporary uniform passes may be issued in appropriate circumstances. Adjustments and exemptions must be authorised by the school and should not be agreed informally with individual members of staff.

Mobile Phones and Smart Devices

The Costello School is a mobile phone-free school throughout the school day.

For students in Years 8–11, mobile phones must be switched off and stored inside the student's school bag from the moment they enter the school site until they leave at the end of the school day. Phones must not be carried in pockets or on the student's person.

Students in Year 7 are not permitted to bring smartphones onto the school site. Where a telephone is required for travelling to and from school, students may bring a basic mobile phone capable of calls and text messages. This must be switched off and stored at the bottom of the student's school bag throughout the school day.

Smart watches capable of communication, headphones, earbuds and other personal communication or internet-enabled devices must not be seen, heard or used during the school day.

Devices which breach these expectations will be confiscated and dealt with in accordance with school procedures. Repeated breaches may result in additional sanctions.

Refusal to hand over a device when reasonably instructed to do so is a separate behaviour matter and may result in an escalated sanction.

Students should not use personal devices to contact home during the school day without staff permission. Where communication with home is necessary, this should normally take place through the school.

Individual arrangements may be agreed where required because of medical, disability, safeguarding or other exceptional circumstances.

Safe Physical Behaviour

Students are expected to behave safely and keep their hands, feet and objects to themselves.

Pushing, shoving, grabbing, barging, wrestling, play fighting and other unsafe physical behaviour are not acceptable, even where students describe the behaviour as a joke or those involved appear to be willing participants.

Such behaviour will normally result in a significant school sanction, which may include removal from lessons, ISR and/or an extended detention.

Fighting, assault or deliberate physical aggression will be treated as serious misconduct and will normally result in suspension.

The school will consider the individual circumstances of an incident, including the nature of the physical contact, the actions of those involved and whether a student was seeking to protect themselves or another person.

Serious Behaviour

Some behaviour is sufficiently serious that the school may move directly to an L4 response, including suspension.

This includes, but is not limited to:

- fighting, assault or deliberate physical aggression;
- smoking, vaping or knowingly possessing vaping equipment;
- theft, including deliberately taking food or other items from the school canteen without payment;
- serious discriminatory, threatening or abusive behaviour;
- serious or persistent defiance;
- deliberately pulling down, removing or interfering with another person's clothing in a way which exposes, or attempts to expose, them;
- serious sexualised behaviour or harassment;
- serious bullying;
- creating, requesting, commissioning or knowingly distributing harmful deepfakes, manipulated images, video or audio involving students or staff;
- serious online behaviour or malicious digital impersonation;
- bringing prohibited or dangerous items onto the school site;

- serious or deliberate damage to property; and
- other behaviour which presents a serious risk to the safety, dignity or wellbeing of others or to the orderly running of the school.

Fighting, smoking, vaping or knowingly possessing vaping equipment will normally result in suspension.

Theft will be treated as serious misconduct and may result in suspension. Serious, deliberate or repeated theft will normally result in suspension.

Deliberately pulling down, removing or interfering with another student's clothing in a way which exposes or attempts to expose their underwear, buttocks, genital area or other intimate parts will be treated as a serious safeguarding and behaviour incident and will normally result in suspension.

The length of any suspension will be determined by the Headteacher according to the individual circumstances and seriousness of the incident. Serious incidents, including those involving deliberate exposure, may result in a substantial period of suspension.

Where behaviour raises a safeguarding concern or may constitute a criminal offence, it will also be considered under the school's safeguarding procedures and may be referred to the police or other appropriate agencies.

Smoking and Vaping

The Costello School operates a strict no-smoking and no-vaping policy.

Students must not smoke, vape, knowingly possess vaping or smoking equipment, or supply or distribute vaping products.

As set out above, a student found smoking, vaping or knowingly in possession of a vape or vaping equipment will normally be suspended.

Supplying or distributing vaping products will be treated particularly seriously and may result in suspension or permanent exclusion according to the circumstances.

Prohibited items will be confiscated and dealt with in accordance with the BET Behaviour Policy and relevant guidance.

Theft, Damage and Respect for Property

Students are expected to respect the school environment and the property of others.

Deliberately taking money, property, food or other items without permission or payment is theft. This includes deliberately taking food or drink from the school canteen without paying.

Theft will be treated as serious misconduct and may result in an L4 sanction, including suspension. Serious, deliberate or repeated theft will normally result in suspension.

Deliberate damage, vandalism or misuse of school property will be sanctioned according to its seriousness. Serious or deliberate damage may result in an L4 sanction.

Where appropriate, the school may seek the return of property or appropriate reimbursement for deliberate damage or loss.

Toilets and Changing Areas

Students are expected to use toilets and changing areas appropriately and to respect the privacy and dignity of others.

Vaping, intimidation, deliberate damage, unsafe behaviour, misuse of facilities and photographing, filming or recording others in these areas are prohibited and will be treated seriously.

Recording, photographing or filming another person in a toilet or changing area will be treated as a serious safeguarding and behaviour incident and will normally result in suspension.

Bullying, Harassment and Discriminatory Behaviour

Every student has the right to feel safe, respected and supported.

Bullying, including online bullying, harassment and discriminatory behaviour will not be tolerated.

Students who encourage, film, share, promote or deliberately facilitate bullying or another serious incident may themselves be sanctioned, even where they were not the principal participant.

Simply witnessing an incident will not ordinarily constitute misconduct. Students are, however, encouraged to seek help or report serious concerns where it is safe to do so.

All safeguarding disclosures and concerns will be taken seriously.

Where, following appropriate consideration, a student is found to have made a deliberately false and malicious allegation against a member of staff or another student, this may be dealt with as a serious behaviour matter.

Further information is contained within the BET Anti-Bullying and Harassment Policy and Safeguarding Policy.

Recording, Social Media, AI and Deepfakes

Technology should be used safely, respectfully and responsibly.

Students must not photograph, film or record staff or other students in circumstances which breach school rules, invade another person's privacy, facilitate bullying or harassment, or are intended for inappropriate publication or sharing.

Recording an incident rather than seeking help, or knowingly sharing, editing, reposting or distributing harmful material, may itself result in a sanction.

Creating, requesting, commissioning or knowingly sharing or distributing manipulated or AI-generated images, video or audio which impersonate, sexualise, humiliate, threaten or maliciously depict a member of staff or student will be treated as serious misconduct and will normally result in an L4 sanction, including suspension.

Where conduct raises a safeguarding concern or may constitute a criminal offence, the school may refer the matter to the police or other appropriate agencies.

Behaviour Outside School

Students are ambassadors for Costello within the local community.

The school may respond to behaviour outside school where there is an appropriate connection to the school, including behaviour which:

- affects the safety or wellbeing of members of the school community;
- affects relationships, behaviour or the orderly running of the school;
- occurs whilst travelling to or from school;
- occurs during an educational visit or school activity;
- occurs whilst a student is representing or readily identifiable with the school; or

- otherwise falls within the circumstances set out in the BET Behaviour Policy.

This includes relevant online behaviour outside school.

Year 11 Prom, ERA Week, Visits and Representing Costello

Trips, visits, sporting fixtures, ERA Week, Prom and other activities are an important part of life at Costello. Students are expected to demonstrate the same high standards of behaviour and safety during these opportunities as they do during the normal school day.

Year 11 Prom

Prom is an optional celebratory event for Year 11 students. Attendance is subject to the expectations set out below.

Any student who is suspended from school at any point during Year 11 will not be permitted to attend the Year 11 Prom.

This expectation applies throughout Year 11 and is communicated to students and parents/carers at the start of the academic year.

Serious or persistent breaches of the Behaviour Policy during Year 11 which do not result in suspension may also result in the withdrawal of the opportunity to attend Prom. Any such decision will be considered individually by the school.

The school will consider any reasonable adjustments or other legal obligations that apply to an individual student when implementing this expectation.

ERA Week, Visits and Other Activities

ERA Week, educational visits, sporting fixtures and other activities are an important part of the wider Costello experience.

Students are expected to demonstrate appropriate standards of behaviour and to follow staff instructions so that activities can take place safely and successfully.

Where there are significant concerns about a student's behaviour, safety or ability to meet the expectations of an activity, the school may adapt or withdraw their participation and provide an appropriate alternative.

This may include circumstances where a student has demonstrated serious or persistent poor behaviour or conduct which could place themselves or others at risk.

Decisions will be made individually, taking account of the nature of the activity, the student's behaviour and circumstances, identified risks and any reasonable adjustments required.

Support and Inclusion

We recognise that behaviour can sometimes be linked to unmet need, wellbeing or circumstances outside school.

Identifying an underlying need does not mean that inappropriate behaviour is ignored. Appropriate support and reasonable adjustments will be considered alongside clear expectations and proportionate consequences.

Support may include:

- pastoral intervention;
- mentoring;
- restorative meetings;

- SEND support;
- wellbeing support;
- external agency involvement;
- behaviour reports; and
- individual support plans.

Harriet Wellbeing Centre

The Harriet Wellbeing Centre provides targeted support for students who require additional emotional, behavioural or pastoral intervention.

Its purpose is to help students overcome barriers, develop strategies for success, maintain engagement with education and successfully reintegrate into mainstream lessons wherever possible.

Working with Parents and Carers

Strong relationships between home and school give students the greatest opportunity to succeed.

We ask parents and carers to support the school in maintaining high standards of behaviour, attendance, uniform and responsible use of technology.

In particular, we ask parents and carers to:

- support their child in meeting the school's expectations;
- support their child in completing sanctions which have been issued;
- reinforce the school's uniform and mobile-phone expectations;
- encourage their child to follow reasonable staff instructions first time;
- ensure their child attends school regularly and punctually; and
- raise questions or concerns directly and respectfully with the school.

Parents and carers are asked not to instruct or encourage their child to act contrary to the school's expectations during the school day. Where a parent or carer has a concern about an expectation, sanction or individual circumstance, this should be raised directly with the school so that it can be considered appropriately.

Where a sanction has been issued, we ask parents and carers to support their child in completing it and to discuss any concern separately with the school. A disagreement about a sanction does not ordinarily mean that the student should refuse to complete it.

The school will communicate with families about significant behavioural concerns, sanctions, emerging patterns and support where appropriate. We will also continue to share and celebrate students' achievements and successes.

A parental query or complaint does not ordinarily suspend or cancel a sanction while it is being considered, unless the school determines that this is appropriate.

By working together, we can maintain a school in which students are safe, learning is protected, achievement is celebrated and young people are supported to become the best version of themselves.

Consequences Flowchart

Issue	Action	Intention	What if this does not work?
Unmet behaviour expectation	First reminder	To remind politely and to continue with the core business of learning	Escalate to L1 if issue prevails
More than 5 mins late Lack of productivity	Issue L1 Teacher No Notice Detention (NNDT) 20 mins	The consequence of this is to remind students where the conduct expectation has not been met	Escalate to L2 if L1 unattended
Continuation of unmet behaviour expectation after First reminder	Issue L1 Teacher NNDT 20 mins	The consequence of this is to remind students where the conduct expectation has not been met	Escalate to L2 if L1 unattended
Truancy from one subject Failure to attend L1 detention	Issue L2 NNDT 45 mins	The consequence of this is to remind students where the conduct expectation has not been met. To escalate to HOF	Escalate to L3 if L2 unattended
Continuation of unmet behaviour expectation after L1 issued	Issue L2 NNDT 45 mins	The consequence of this is to remind students where the conduct expectation has not been met. To escalate to HOF	Escalate to L3 if L2 unattended
Unable to issue an L1 as the student has one booked for the day	Issue an L2 Pastoral NNDT 45 mins	To flag the issue to Pastoral as this is twice in a day	Escalate to L3
Poor conduct outside of lessons and at social times	Issue an L2 Pastoral NNDT 45 mins	To flag the issue to Pastoral as this is twice in a day	Escalate to L3
Unmanageable or dangerous conduct in a lesson	OnCall 24 hours in the ISR initially	To remove student to that you focus again on learning safety	L4+
Unable to issue an L1 as the student has 3xL1s or 2xL2 booked for the day as a result of previous behaviours	OnCall 24 hours in the ISR initially	Student removed to ISR to refocus and reflect.	L4+



Home School Agreement 2026-27

BET's principles of "Enjoy, Respect, Achieve" underpin it's vision to give all students an outstanding education. These core values help students flourish in and out of School and are central to achieving this vision for all students.

Our commitment to students and parents/carers is to:

- promote our core values through the life of the School
- care for each student's safety and wellbeing
- set high expectations for Learning, Teaching, Academic Progress, Behaviour and Attendance
- provide a curriculum and programme of enrichment that develops students' knowledge, skills and wellbeing and develops global citizens
- provide access to high quality pastoral and academic advice, guidance and support
- provide opportunities to reward and recognise achievement and success
- keep parents/carers informed about student progress
- support and challenge those staff, students and families who do not meet our high expectations
- listen to the views of students and their families and respond to feedback where appropriate
- respond to concerns raised by students and their families in a timely fashion
- adopt a zero tolerance approach to radicalisation, discrimination in any form, victimisation, bullying, drugs and other illegal or banned items/substance(s)

Home School Agreement 2026-27

BET's principles of "Enjoy, Respect, Achieve" underpin it's vision to give all students an outstanding education. These core values help students flourish in and out of School and are central to achieving this vision for all students.

As a student at The Costello School, I agree to:

- ✓ attend regularly (96% minimum) and on time (rarely late)
- ✓ bring the correct equipment to School and be ready to learn
- ✓ wear appropriate school uniform correctly
- ✓ follow the School's behaviour policy and other policies
- ✓ engage in every lesson and take responsibility for my own performance and progress, accepting support when needed
- ✓ do not disturb the learning of others
- ✓ complete my home learning activities on time and to the expected standard
- ✓ respect others, be polite and co-operative
- ✓ adopt a zero tolerance approach to bullying, discrimination in any form and any other anti-social or risky behaviours
- ✓ take part in the life of the School beyond lessons (trips and co-curricular)
- ✓ promote the School's high expectations when wearing School uniform, including to and from School
- ✓ show myself and the School in a positive light whilst participating in School-led activities both on and off School site, especially when in uniform
- ✓ raise any concerns/worries with staff as soon as they arise so they can be resolved quickly
- ✓ take responsibility for the safety of myself and others whilst at School
- ✓ use technology and social media responsibly and safely
- ✓ do not bring small items of high value into School as their security cannot be guaranteed
- ✓ keep my phone switched off and out of sight at all times during the School day

As a parent(s)/carer(s) of a student at The Costello School, I/We agree to:

- ✓ ensure they attend regularly (96% minimum) and on time (rarely late)
- ✓ inform the School in advance or by the start of School if they are unable to attend
- ✓ make sure they have the appropriate equipment and uniform
- ✓ ensure they are ready to learn
- ✓ support the Schools behaviour policy and other policies; taking follow-up actions at home
- ✓ encourage respectful behaviour at all times, whenever in uniform or in the community (including online)
- ✓ track and monitor the completion of home learning activities to ensure they are completed on time and to the expected standard
- ✓ encourage reading for pleasure
- ✓ attend Parent/Carer consultations and other relevant meetings
- ✓ let the School know of any concerns or problems that might affect their work or behaviour
- ✓ ensure my/our child takes part in the life of the School beyond lessons (trips and co-curricular)
- ✓ raise concerns with the School directly at the earliest opportunity so that they may be resolved quickly
- ✓ ensure my/our child is aware of their responsibility for the safety of themselves and others whilst at School
- ✓ monitor their use of technology and social media so that they and others whilst at School
- ✓ monitor their use of technology and social media so that they and others are safe and are able to learn and be happy at School
- ✓ ensure my child does not bring small items of high value into School as their security cannot be guaranteed
- ✓ support the School's travel plan by considerate car use at drop off and pick up



Home School Agreement 2026-27

BET's principles of "Enjoy, Respect, Achieve" underpin it's vision to give all students an outstanding education. These core values help students flourish in and out of School and are central to achieving this vision for all students.

Signed:

Date:

Signed:

Date: