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Reviewed September 2024 by CLN

Introduction

At Les Beaucamps High School we want to create an environment that is **safe**, where everyone feels **respected** and where learners come to each lesson **ready** to engage in learning. This document is the policy that informs our behaviour blue print (policy in action). The purpose of the behaviour anti-bullying policy is:

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure all learners are able to learn in a supportive, caring and safe environment
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which embodies our school values.
- To ensure that excellent behaviour is a minimum expectation for all.

We are a Rights Respecting School and fully endorse the United Nations Convention of the Rights of the Child (UNCRC). We have currently achieved our Bronze Awards and are working towards the Silver. Articles of the UNCRC can be found here: <https://www.unicef.org.uk/what-we-do/un-convention-child-rights>

Values and Expectations

Our values at LBHS are:

Community

Courage

Compassion

Curiosity

To maintain and uphold these values throughout the school day we ask our learners to follow three clear rules/expectations (RRS).

Ready

Respectful

Safe

Three have been chosen so that every adult and learner knows exactly what are rules are. There should be no confusion and this allows all staff to be more consistent. These rules should be referenced in every interaction/conversation about behaviour.

Adult Behaviours

At LBHS we have 5 behaviour mantra's that we expect all our staff to follow:

- What we permit we promote.
- We are relentless with routines.
- We always follow up.
- Behaviour is a team sport.
- We connect before we correct.

Classroom Behaviour

It is vital that all our classrooms provide a supportive, caring and safe environment, where excellent behaviour is a minimum expectation for all.

Ten Habits of Adults Who Manage Classroom Behaviour Well

- They welcome learners/meet and greet.
- They have a seating plan that applies at all times.
- They teach the behaviours that they want to see – ‘you establish what you establish’ Bill Rogers.
- They have rigorous routines and stick to them at all times.
- They reference the school values and rules (RRS) and consistently apply them.
- They use assertive language (verbal and body) and it is clear they are in charge of the room.
- They pay first attention to best conduct and catch learners doing the right thing.
- They refuse to give up on learners.
- They are relentless in following up on both positives and negatives.
- They end lessons with positive reflections.

A positive learning environment is maintained by high expectations and by rewarding effort and excellence. Rewards are seen as more effective than punishments. The latter lose their credibility and effect if used too frequently. Praise is given for recognisable good effort, achievement, behaviour, contribution and participation. Whenever possible praise should exceed sanctions.

We have 5 levels of rewards for positive behaviour:

1. Verbal and non-verbal praise (this is the quickest and easiest but it is also extremely effective)
2. House Point awarded – excellent work, effort, attitude.
3. Postcard Sent Home -This could be for outstanding work, being helpful, great contribution, fantastic achievement etc.
4. Call home – Informing parents of how their child has been successful.
5. Hot Choc Friday - Those who go over and above and are consistently working hard.

The following could also be considered rewards:

- Written praise in books
- Milestone house point certificates.
- Celebration assembly awards
- Publicity in school newsletter

A survey conducted by Pivotal Education of 2000 learners found that the 3 things learners wanted most in terms of recognition were: phone calls home, positive notes/post cards and praise.

Stepped Sanctions

All teachers follow a stepped sanction approach for dealing with low level behaviour in the classroom. Depending on the behaviour there may be times when a teacher has to skip a step(s). Teachers should not feel constrained by the stepped sanctions approach and they should use their professional judgement when a more serious behaviour occurs.

1. Reminder/Warning – to follow the school rules and what will happen if they do not. Try to remind the learner of a time when they were successful previously.

2. Recorded Warning – A clear verbal warning making the learner aware of what rule they have broken and that this information will be recorded on Class charts. They are reminded that if they continue with this behaviour they will be sent to the reset room.
3. Reset- The learner is not able to continue in the classroom and is sent to the reset room with their work. The member of staff must phone the reset room and notify them a learner is coming. The learner is expected to arrive at reset within 2 minutes of the phone call. If they do not and truant, then they will be internally excluded. If a learner is displaying extreme behaviour, they refuse to leave the room when asked or if you feel you need support then call the Reset Room and request the Senior Leader on Call.

*If a learner is sent to reset then they are assigned to a lunch detention and the parent/guardian contacted. The teacher must enter these details into Class Charts and assign them to the next available lunch detention. Depending on the incident a restorative conversation may also be necessary prior to the start of the next lesson.

Scripted Approach

For learners that are more challenging a script may be useful as it less likely to lead to discussion and arguments.

1. *Intro:* I noticed you are 'having trouble working' it is the rule about being 'respectful' you have broken.
2. *Action:* a) This is a reminder about being 'respectful'.
b) This is a 'warning', think carefully about your next step
c) You have chosen to have a 'BP'.
d) Please leave the room to give you time to reflect.
3. *Past:* Do you remember last week? You 'worked fantastically'! I need to see that person today.
4. *Thanks:* Thank you for listening (give the learner take up time).

Missing from lesson

Should a learner not arrive at your lesson please contact the Office/Attendance Officer, who will then contact the Senior Leader on call to find the learner and return them to your lesson. See page 6 for information on sanctions for truancy. If a learner cannot be found then parents/carers will be contacted to inform them that their child is missing.

Communication with Parents

Class teachers are encouraged to communicate with parents/guardians as frequently as possible. Although not always possible a phone call or face to face conversation is better than an email. If there is a behavioural incident (or repeated incidents) in your class then this should be recorded in Class Charts and contact should be made with parents/guardians. However, it is of equal importance that parents are contacted when learners are meeting expectations or exceeding them. A positive way to end the week (for learner, parents and staff) is for staff to make 3 positive phone calls to parents/guardians every Friday.

Persistently Poor Behaviour

When teachers experience persistently poor behaviour from a learner then in the first instance they should speak to their HoD who may support with any of the following: Discussions with the learner behaviour

management ideas/strategies, restorative conversations, contacting parent/guardian and liaising with Tutor.

If these are unsuccessful then the Head of Year may be contacted for guidance or a referral could be made to the SENCO/Inclusion Department. See SEND & Inclusion Policy for further details and referral form.

Heads of Year and SLT Pastoral will analyse and monitor behaviour across the school using Class Charts. There is a 5-stage approach to dealing with persistently poor behaviour.

- Stage 1: Tutor/Subject teacher conversation with learner and phone call home regarding concerns.
- Stage 2: Tutor/Subject teacher letter home (centrally sent) – Tutor/Subject Teacher report – level 1 (Appendix 1)
- Stage 3: HOY/HOD conversation with learner and phone call home regarding concerns.
- Stage 4: HOY/HOD meeting with parent/carer and letter sent - HOY/HOD Report – Level 2 (Appendix 2)
- Stage 5: Referral to SENCO/Inclusion Team/AHT Inclusion – Behaviour Support Plan - Level 3 (Provision Map) or other support.

Reports

Tutor/Subject teacher Report – (Level 1) – Learner will be placed on a level 1 report for up to 4 weeks. They will be given particular targets to focus on and teachers will be either asked to tick or score these targets. Targets can be linked to rewards and consequences. Reports will be shared with parents/carers and monitored by tutor.

Head of Year/Head of Department Report – (Level 2) - Learner will be placed on a level 2 report for up to 4 weeks. They will be given particular targets to focus on and teachers will be either asked to tick or score these targets. Targets can be linked to rewards and consequences. Reports will be shared with parents/carers and monitored by Head of Year/Department.

Other reports – The Hive may use bespoke reports for some learners. These will be paper based.

Reset Room

Learners are sent to the reset room when they are no longer able to continue working in their class, due to their poor behaviour. This room serves two purposes:

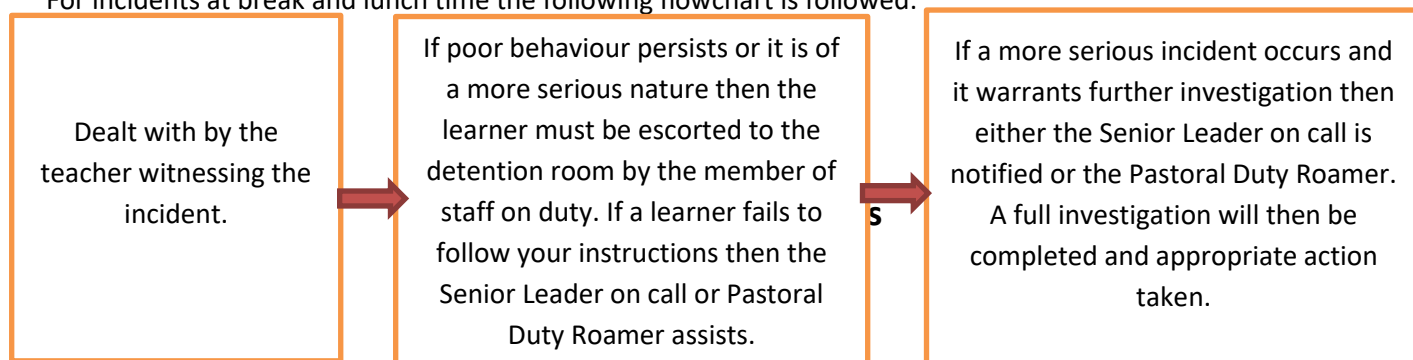
1. To enable the teacher to remove the pupil so they can continue teaching the rest of the class.
 2. To help the learner who has been removed to 'reset' and prepare for a successful next lesson.
- The reset room is staffed by one member of staff and the Senior Leader on Call.
 - Once the reset room is contacted learners have two minutes in which to arrive at the room.
 - The reset room is **not** an isolation or internal exclusion room. Learners are there for **1 lesson only**.
 - The member of staff will attempt to work with the learner. They will use this time as a learning opportunity to help them reflect, make better choices and prepare them to be successful in their next lesson.
 - If the room is busy then learning opportunities may be more challenging and may not be possible.
 - Learners will be expected to bring their work and continue with this. If they do not have work then they will be given a book to read.
 - If it is felt that a learner is purposely being sent to the reset room then may be placed in an alternative location (Senior leader office).
 - Misbehaviour in the reset room and truancy from it will result in an internal exclusion.

Conduct Out of Class

Throughout the entire school day learners are expected to follow the schools three rules of Ready, Respectful and Safe. When speaking to learners about their behaviour in the corridor, at break or at lunch. Teachers should again use a scripted approach that reduces confrontation. We connect before we correct.

1. Hi (Insert Name). How are you?
2. I noticed you are *Eating in the corridor*
3. You know the school rule about being *respectful*
4. I need you to..... *Stop eating your food and return to the canteen and eat there.*
5. Thank you for listening

For incidents at break and lunch time the following flowchart is followed:



Lunch Detentions (30 mins) - Whole school lunch detentions are used as a sanction for the following:

- Incidents that occur throughout the school day (inappropriate behaviour in corridor, bullying, etc.)
- Truancy from lessons (50 minutes)
- Refusal to wear the correct school uniform
- Learner that has been removed from lesson and sent to reset.

Whole school lunch detentions should not be used for reasons other than the above. The Senior Leader on Call and Duty Roamer (Heads of Pastoral Care) will collect any learners missing from detention. Learners who do not turn up or can't be found will be given a repeat detention the following day. Refusal to attend will result in an internal exclusion.

After School Detentions (50 mins) - Whole school after school detentions are used as a more serious sanction for the following:

- Incidents during break or lunch (more serious inappropriate behaviour, bullying etc.)
- Repeated truancy from lessons

The parent/guardian must be contacted (Appendix 3) when a learner is placed in an After-School Detention. Learners will be collected prior to the end of the school day. If a learner refuses to attend an After School Detention then the parent/guardian is contacted by the Senior Leader running the After School detention. The detention will be re-arranged for the following week. Repeated failure to attend will result in the learner and their parent/guardian meeting with a member of SLT to discuss next steps.

Subject Detentions/Inconveniences (Approx. 15 mins) - Individual teachers and departments can run detentions/inconveniences for homework, lateness or behaviour. A learner may be asked to stay for a period of time during break or lunch. This may only last 10-15 minutes (they should not last the entire length of break or lunch), as it is not the length of the detention that is important, it is the inconvenience of

it. Overall, it ensures that the learners realise their behaviour is not acceptable and that they can be certain you will follow up.

Exclusions

Internal Exclusion – The learner works within a member of the SLTs office and they complete all their work for the day in there. They will also have break and lunch in here. This consequence may be used when an external exclusion are not appropriate or detrimental to the learner.

External Exclusion - It is our aim to keep all of our learners in school. However, there are the times when a learner's behaviour will warrant an exclusion from school to allow them time to reflect on what has happened. Exclusion of a learner and the duration of the exclusion are at the Head Teachers discretion and in accordance of the Education Department Exclusion Policy. Reasons for exclusion may include:

- Repeated refusal to follow instructions
- Abusive behaviour towards a member of staff or fellow learners
- Out of control behaviour that is unsafe for themselves or others.
- Violence or assault
- Bullying
- Drugs, Alcohol or Tobacco.

Restorative Conversations

Whilst there is a consequence for a learner's action, it is important to remember that sanctions don't always change behaviour. Restorative conversations can be useful in re-building the relationship and trust between the learner and the teacher. They allow the learner to work out what happened, where they went wrong, who they have affected and what they can do differently next time. They are essential in enabling the learner to reflect, learn and change their behaviour. The following is a format that should be used:

Questions:

1. What happened?
2. What were you thinking/feeling?
3. Who has been affected?
4. What needs to happen to put it right?
5. What will you do differently next time?

Anti-Bullying

Our aim is to ensure that all learners are able to learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated at Les Beauamps High School. Only when all issues of bullying are addressed will learners be able to fully benefit from the opportunities available at school.

What is bullying

Bullying is defined as deliberately hurtful behaviour, often repeated over a period of time, where it is difficult for those being bullied to defend themselves. The following are considered bullying and unacceptable behaviour:

- Name calling
- Racist, sexist or homophobic behaviour
- Ignoring people and leaving them out
- Mocking differences

- Offensive language in regards to culture
- Making threats
- Hurtful remarks and personal comments
- Dares – making someone do something they do not want to do
- Whispering about others
- Laughing at a hurt or upset person
- Preventing someone getting help
- Physical – hitting, kicking
- Hiding belongings
- Damaging work or belongings
- Pressuring someone to join in inappropriate behaviour
- Undermining someone’s contribution – ‘sweat’ ‘try hard’
- Intimidating – chasing, following.
- Any behaviour that makes someone feel unhappy.

None of the above can be excused as either being ‘banter’ or a ‘joke’.

Reporting Bullying

Learners who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

- Learners – we encourage all our learners to report bullying to an adult such as their Tutor, Head of Year Leader or any member of staff they feel they can talk to. Bullying is unlikely to stop without adult intervention and therefore it is vital that we are made aware as early as possible.
- Staff - Must be alert to the signs of bullying and act promptly and firmly against it. If bullying is reported to you by a learner then you must inform the learner's Tutor and Head of Year immediately.
- Parents/carers - Can help identify early signs of bullying. If a parent/carer believes their child is being bullied then they are strongly encouraged to contact the school immediately. We take all reports of bullying seriously. Following your report, a member of staff will speak to your child to discover what is happening and then a course of action will be decided in consultation with you and your child.

Bullying Incidents

Actions in the Classroom

If any of the bullying behaviour listed above occurs in the classroom then the bully will be immediately removed from the lesson and sent to the reset room. The teacher will then do the following:

- Add a behaviour incident in Class Charts under the category of bullying. Insert details of the incident, mark the learner as sent to ‘reset’ and allocate a lunch detention.
- Email the Head of Year and Tutor of both the learner being bullied and the bully.
- Depending on the incident a further sanction may apply – after school detention, internal/external exclusion.

The Head of Year and Tutor will decide if any further action needs to be taken.

Actions out of the classroom

If a member of staff witnesses any of the bullying behaviour listed above then during the times below then they must do the following:

- Between Lessons – Intervene and stop the bullying immediately. Check that the learner being bullied is ok and support them if needed. Speak to the bully and inform them how their behaviour is unacceptable. If needed alert a member of the pastoral team or SLT. Record incident in Class Charts place in lunch detention and notify tutor and Head of Year.
- Break - Intervene and stop the bullying immediately. Check that the learner being bullied is ok and support them if needed. Speak to the bully and inform them how their behaviour is unacceptable. **Send them to the Pastoral Office for the rest of break.** If needed alert a member of the pastoral team or SLT. Record incident in Class Charts, place in lunch detention and notify Tutor and Head of Year.
- Lunch - Intervene and stop the bullying immediately. Check that the learner being bullied is ok and support them if needed. Speak to the bully and inform them how their behaviour is unacceptable. **Send/escort them to the detention room for the rest of lunch.** If needed alert a member of the pastoral team or SLT. Record incident in Class Charts and notify Tutor and Head of Year.

Cyber/Online Bullying

We will support learners and parents who have concerns regarding incidents of cyberbullying outside of school. We will do the following to support these incidents:

- Help report bullying to South West Grid for learning
- Support in blocking/removing the bullies from social media apps.
- Help report the incidents to the police.

Ultimately, parents are responsible for ensuring the safety of their child when using devices connected to the internet and able to access social media applications. It is also important that parents are aware that their child should not be accessing social media applications prior to the age of 13, in accordance with the terms & conditions.

Prolonged and persistent bullying

If bullying continues following sanctions that have been put in place then a range of strategies could be used. Every incident is different and because of this we will adapt what we do and the actions we take. We will do this in consultation with parents/carers and the learner.

Actions that could be taken:

- Further sanctions for the bully – internal/external exclusions.
- Meeting with the bully's parents/carers.
- Use of external agencies, such as the police.
- Continuous support and reassurance for the learner being bullied this is often a Tutor or Head of Year.
- An identified individual to report bullying concerns to, this is often a Head of Year.
- Restoring self-esteem and confidence of the learner being bullied.
- We will work closely with the parents/carers of the bully to establish why they are bullying and what we can do to change this behaviour and prevent it happening again in the future. In some situations, support may come from an external agency such as Le Voies Outreach.

Preventing Bullying

Our main aim is to prevent bullying before it occurs. We do the following to create a culture that does not accept bullying and hopefully prevent it from happening:

- Values - We expect all our learners and staff to embrace our school values of community and compassion and therefore expect everyone to be kind, supportive and caring to one another. We refer to these values regularly during assemblies, line ups and conversations throughout the school day. In addition, we regularly reinforce expectations regarding the school rule of being respectful.
- Bullying Council/Ambassadors – This is led by the Assistant Head for Inclusion. The group meets every 3 weeks to discuss bullying, improvements to school systems and support, new types of bullying that we are unaware of and to discuss any projects/ ideas to raise anti-bullying awareness.
- PSCHCE – The schools PSCHCE curriculum teaches learners about all aspects of individual differences and diversity. This includes religion, race, gender, sexuality and disability. The curriculum is progressive over the 5 years and is tailored to meet the needs of young people living in Guernsey. Our Online Safety (including cyber bullying) scheme of work is part of the PSCHCE curriculum and is again progressive and tailored to meet the needs of learners.

Bullying is a safeguarding concern. Depending on the nature of the incident details may be provided to School Child Protection Officer and then to the Multi Agency Support Hub (MASH).

Physical Incidents

We do not tolerate any physical attacks on other learners or staff. Learners must accept responsibility for their actions and the consequences of them. Physical incidents will be dealt with by a member of the Pastoral Team or by a member of the Senior Leadership Team (in the case of more serious incidents). The facts of the incident will be fully investigated, with written accounts being taken from those involved and those who have observed the incident. The severity of the sanctions applied (the full range can be used) will be determined by the professional judgement of a member of the Pastoral Team or member of the SLT, considering all the individual circumstances of the incident. These include:

- the intention of the learner responsible
- the degree of force used/recklessness involved
- the consequences of the incident
- the previous behaviour of the learner responsible

Where appropriate the school may use a 'restorative conversation' to bring together the learner responsible and those affected by his/her actions. The impact of the incident will be discussed and ways to avoid repeating this action in the future agreed. A formal acceptance and expression of apology and remorse is central to the process of the restorative conversation.

Bad Language

We do not tolerate any of our learners using foul language towards any members of the school community. Any incident is to be reported as quickly as possible to a member of the Pastoral Team or a member of the SLT. Depending on the circumstances and severity a, internal exclusion or a fixed term exclusion could apply. If a learner is directly sworn at a member of staff then they will at the very least receive an internal exclusion. It is important to note that there is often an underlying reason for this behaviour. On return to school a restorative conversation between the learner and the teacher may need to be completed.

Truancy

Truancy from a lesson will result in a 50 minute Lunch Detention that day or the following day (dependent upon the time the truancy occurred). This is to replace the 50-minute lesson that has been missed. The

parent/guardian must be contacted by the member of staff whose lesson the learner truanted. Repeated truancy will result in an afterschool detention and the parent/guardian contacted by a member of the pastoral team.

Damage to School Property

When school property is damaged the incident must be fully investigated and parent/guardian notified. Depending on the circumstances and cost of the item it may be appropriate to ask the learners parent/guardian to cover the cost of repair or replacement. Where this is not possible (due to it being a significant cost or it is unaffordable due to financial difficulties) community service could be used as a form of 'payback'.

Prohibited Items

These are items that are unsuitable, dangerous or illegal for learners to be in possession of within school. The following are examples of items that are excluded within school. It is important to note that this list is non-exhaustive.

- Fizzy drinks and energy drinks
- Lasers
- Blades, knives, any sharp implement
- Cigarettes, Vapes alcohol or drugs

If a learner is found to have a prohibited item in their possession then it will be removed from them and kept for collection by their parent/guardian at the end of the day. They will also receive a sanction/consequence, which for the more serious items is likely to be an internal or external exclusion. If possession of the item is illegal then we will seek advice from the Community Police Officer (See below).

Mobile Phones

Mobile phones can be an extremely useful tool for modern day living. However, they can also be extremely damaging to young people, both in terms of the amount of screen time and social media apps used. We are observing more and more challenging behaviour and mental health issues related to mobile phone usage. Mobile phones are all now able to access the internet, this is unfiltered and therefore not within our control. In addition, all mobile phones now have camera and video applications, allowing people to photo and video whatever, whoever and whenever they like. Social Media Apps, such as Tik Tok, Facebook, Instagram and various others can be damaging to a child's mental health and it is vital that these apps are used (if the child is old enough) in moderation and with care. Mobile phones have limited use within a school setting and as such our response to them is as follows:

1. No mobile phone/tablet/games console should be seen or used at any point during the school day (0800-1505). All phones should preferably be kept at home. However, if they are brought to school they must remain in bags or lockers. If a phone is seen or used then it will be confiscated for the remainder of the day. The phone will be stored in the office and be collected by the learner at 1505. Refusal to do will result in an internal or external exclusion. There are 3 exceptions to this rule:
 - a. Year 11s are permitted to use their phone in their break/lunch room (MPR3). This is the only location they are permitted to do this.
 - b. At the front of the lunch queue, students may get their phone out to pay for their food.
 - c. If a member of staff as given the learner permission to use their phone.

2. No photographic or video images (formal or informal) are permitted to be recorded by a learner in school. The recording and/or sharing of such items by SMS, email, Facebook, YouTube, snap chat, Tik Tok etc will result in a further consequence.
3. Any incidents involving social media will be dealt with in accordance with the Online Safety and Guidance on Sexting policy (Guernsey Education Services).

Allegations of abuse against staff

Allegations of abuse will be taken seriously. The school and where appropriate, the Education Department, will investigate allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort must be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension must not be used as an automatic response when an allegation has been reported. Where necessary or appropriate, reference should be made to the policy on Conduct and Capability for Headteachers, Teachers and Lecturers.

The Headteacher will take any allegations whether malicious or not against any member of staff extremely seriously. Any allegation that is proven to be false is a serious matter where the Headteacher will work with all parties sensitively and follow behaviour sanctions within their remit. Dependant on the nature of allegation and incident the sanction could be taken further after consultation with the Executive Headteacher and/or Director of Education.

External Support

Community Police

The SLT and Pastoral leaders have a positive relationship with our Community Police Officer. Staff may seek advice from the police in connection with:

- Drug related behaviour
- Threatening behaviour by learners or guardians
- Cyber issues
- Extreme cases of bullying
- Removal of a learner from the school site when their behaviour is out of control and a danger to themselves and others.

Other Support Organisations

For additional support learners can be referred to organisations such the Youth Commission and Le Voies Outreach. In certain circumstances learners can be allocated a place at Le Voies, which is the Guernsey school for learners that experience social, emotional and behavioural difficulties. A referral to the Le Voies and other organisations is at the discretion of the Assistant Head responsible for Inclusion.

Appendix 1



Les Beaucamps High School
Rue des Deslisles, Castel, Guernsey GY5 7DS
T: 01481 226040
Web: www.lbhs.gg

«Parental_addressee»
«AddressBlock»

<<Date>>

Dear «Parental_Salutation»

Notice of Behaviour Report Level 1 - «Forename» «Surname»

I am contacting you because «Forename» behaviour has been persistently poor in (Insert lesson/all lessons) over the past few weeks. Unfortunately, there has been no improvement since we last spoke.

In line with the schools behaviour policy, «Forename» will be placed on a level 1 tutor report. Teachers will report on «Forename» behaviour during lessons. You will be able to view this report card on Class Charts. If you are unable to access it for any reason then please notify me.

If you are able to discuss «Forename» report with them on a daily basis, then this would be really beneficial in supporting improvements in their behaviour.

If you would like to discuss further then please do not hesitate to contact me.

[Tutor]

Les Beaucamps High School


SECONDARY SCHOOL PARTNERSHIP
SECONDARY SCHOOL PARTNERSHIP

Appendix 2



Les Beaucamps High School
Rue des Deslisles, Castel, Guernsey GY5 7DS
T: 01481 226040
Web: www.lbhs.gg

«Parental_addressee»
«AddressBlock»

<<Date>>

Dear «Parental_Salutation»

Notice of Behaviour Report - Level 2 - «Forename» «Surname»

I am contacting you following our meeting to confirm that in line with the schools behaviour policy «Forename» will be placed on a level 2 (Head of Year/Head of Department report).

Teachers will report on «Forename» behaviour during lessons. You will be able to view this report card on Class Charts. If you are unable to access it for any reason then please notify me.

If you are able to discuss «Forename» report with them on a daily basis, then this would be really beneficial in supporting improvements in their behaviour.

If there are no improvement in behaviour then «Forename» may be referred to our Inclusion Team for further support and actions.

If you would like to discuss further then please do not hesitate to contact me.

[Head of Year/Head of Department]

Les Beaucamps High School


SECONDARY SCHOOL PARTNERSHIP
SECONDARY SCHOOL PARTNERSHIP

Appendix 3



Les Beaucamps High School
Rue des Deslisles, Castel, Guernsey GY5 7DS
T: 01481 226040
Web: www.lbhs.gg

«Parental_addressee»
«AddressBlock»

<<Date>>

Dear «Parental_Salutation»

Notice of Detention - «Forename» «Surname»

I am contacting you because «Forename» has been placed in an after-school detention for poor behaviour and therefore breaching the school rules. A member of staff should have already been in contact to discuss the exact reason for this detention.

In line with the schools behaviour policy, «Forename» will need to attend an after school detention run by a member of our Senior Leadership Team. This detention will be held on:

- **Wednesday 9th February 2022 – 3:05pm until 3:55pm**

«Forename» will need to be collected at 3:55pm from the main school entrance or make «his/her» own way home at this time. Alternatively, there are public buses from either Les Beaucamps Road or Ruelle des Deslisles. These leave at 1600. Please refer to www.buses.gg for routes and timetables.

Should «Forename» be unable to make this day and time, please contact us to re-arrange. Thank you for your support with this matter.

Les Beaucamps High School


SECONDARY SCHOOL PARTNERSHIP
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