

The Bromfords School and Sixth Form College



Positive Behaviour Policy

Positive Behaviour

Aim

- To create a positive ethos through effective recognition of achievements. Central to this is recognition of the vast majority of our students who model the expectations that we wish all of our students to display;
- To ensure that the practice is consistent.

Core Values

- We are an inclusive community;
- We focus on the positive – our role is to promote the best in every student;
- We believe that all behaviour is learnt, and it is our role to model positive behaviour to create mutual respect between adult and student;
- We believe it is essential to separate the behaviour from the individual – every mistake offers the choice to put things right.

Core Principles

- Every member of staff has to manage students whose behaviour can disrupt learning. The more we share common practices, the more likely we are to reach common solutions on poor behaviour;
- Every member of staff is responsible for behaviour management;
- Every member of staff needs support with behaviour management;
- There is a menu of effective practices and strategies, which will promote positive behaviour.

Core Strategies

- High personal expectations of every student, and make these expectations the focus for learning;
- Apply rules, routines, rewards and sanctions consistently;
- Utilise a range of techniques and strategies to deal with behaviour (verbal and non-verbal);
- Use the language of mutual respect;
- Avoid over-reaction and confrontation;
- Adopt a positive approach to problem solving – group dynamics and individual behaviour can be changed.

The rewards system runs in parallel with the sanction system and both are displayed in a pyramid format. The rewards pyramid encourages active and direct involvement of all students and students at The Bromfords School and Sixth Form College. The system allows for all students regardless of ability, gender or age to be rewarded for their efforts and achievements.

Central to the rewards philosophy is the expectation that all teachers will praise students as a matter of routine. Day-to-day praise is a key factor in motivating students and establishing a positive climate for learning at Bromfords.

PRIDE - The school's expectations for students

The acronym 'PRIDE' enables the school to succinctly and clearly articulate its expectations to students. Staff should make reference to 'PRIDE' in their lessons and other interactions with students to fully embed these expectations.

PRIDE - Consistently clear messages

In the Classroom	Around the school premises
<ul style="list-style-type: none">• Preparation• Respect• Inclusion• Dedication• Engagement	<ul style="list-style-type: none">• Punctuality• Respect• Inclusion• Dedication• Environment

PRIDE in the classroom represents:

- Preparation – all students must have the correct equipment, uniform and a school bag of appropriate size;
- Respect – all students must show respect towards their peers, staff and other adults, including the use of respectful language;
- Inclusion – all students must embrace an ethos and culture which supports equality and diversity for all. No form of prejudice or discrimination will be tolerated. All students must be supportive of the views/beliefs of others and respond in a manner that is appropriate, demonstrating support and kindness to their peers;
- Dedication – all students must demonstrate a dedicated attitude to their learning which includes completing all work to the best of their ability, completing all homework, arriving on time, and undertaking any additional extra-curricular opportunities where appropriate;
- Engagement – all students must fully engage in lessons, making the most of every opportunity provided for them. This will be demonstrated through contribution to class discussion, completing all work to a high standard, listening to staff and/or peers and behaving in a manner that is appropriate at all times.

PRIDE outside of the classroom

- Punctuality – all students must be on time to lessons (within 5 minutes of the bell);
- Respect – all students must show respect towards their peers, staff and other adults, including the use of respectful language;
- Inclusion – all students must embrace an ethos and culture which supports equality and diversity for all. No form of prejudice or discrimination will be tolerated. All students must be supportive of the views/beliefs of others and respond in a manner that is appropriate, demonstrating support and kindness to their peers;
- Dedication – all students must support the school ethos and expectations of behaviour outside the classroom and in the wider community. This includes occasions where any student is representing the school at sporting fixtures or other external events;
- Environment – all students must treat the school premises appropriately including not dropping litter, no vandalism, following one way systems and treating the surroundings with respect.

School Rewards Procedures

Credits - Classroom/departmental/pastoral/other staff credits

The first formal stage of the rewards process is the instant credit reward.

All teachers and teaching assistants have a credit stamp. The stamp is recorded in the student planner. A credit is the key unit currency of reward. One credit equals one house point.

In lessons, a credit in the form of the stamp is given to all students who have fully met the classroom expectations.

Staff are asked to be consistent and fair in awarding credits, and that the aim is to reward the majority of students. Teaching Assistants, in liaison with the teacher, will take responsibility for awarding credits where they are genuinely deserved to students in their care outside of a normal classroom situation.

Outside of the classroom staff using their discretion may award credits when deserved for contributions to school life or one-off acts of positive behaviour. Usually only one credit will be awarded at any one time. This can be given via the planner or 'PRIDE' card.

Credits can be awarded for extra- curricular participation and house competitions.

5 additional credits will be awarded per week for 100% attendance.

Credits are recorded under the appropriate week in the student planner.

Totals will be collected during the following week by tutors and entered into the credit achievement spreadsheet. This will be used by learning managers and house leaders to give feedback to students.

The rewards leader will organise a credit lottery award. The highest scorers will meet with the Headteacher for a special lunch every term. The lottery will be held half-termly in the autumn and summer terms and at the end of the spring term.

Year Leaders and the rewards leader system will monitor and review the distribution of rewards.

Postcards / Pride nominations and phone calls home

To commend students on their attitude/work/effort departments should do the following:

- Phone home;
- Send departmental or school postcard /letter of commendation;
- Complete 'PRIDE' nominations.

Displays

Departmental corridor displays to recognise students' achievement and endeavour.

Credit Lottery/ Assemblies

Students who have been awarded the specific number of credits required for that term will be entered into a credit lottery held during an assembly. The lottery will be in three bands. The rewards leader and Deputy Head: Pastoral will review this at regular intervals and credits will accumulate from the beginning of the school year.

CREDIT	
Band C £5	Top 100
Band B £10	Top 50
Band A £15	Top 20

In Year 9, the achievement of credits will be a key factor in selecting Junior Prefects.

In Year 10, the achievement of credits will be a key factor in selecting Prefects.

In Year 11, they will be one factor contributing to the eligibility to attend the Prom.

At the end of the academic year, the highest credit scorers for the year will qualify for recognition at the Celebration Evening.

Jack Petchey Awards

Jack Petchey is a local philanthropist who offers funds to local schools. Each month a winner is selected from the nominees who have made a significant contribution to the life of the school. The student receives a cheque to spend internally. The staff leader in conjunction with the Student Leadership Team will consider nominations and winners.

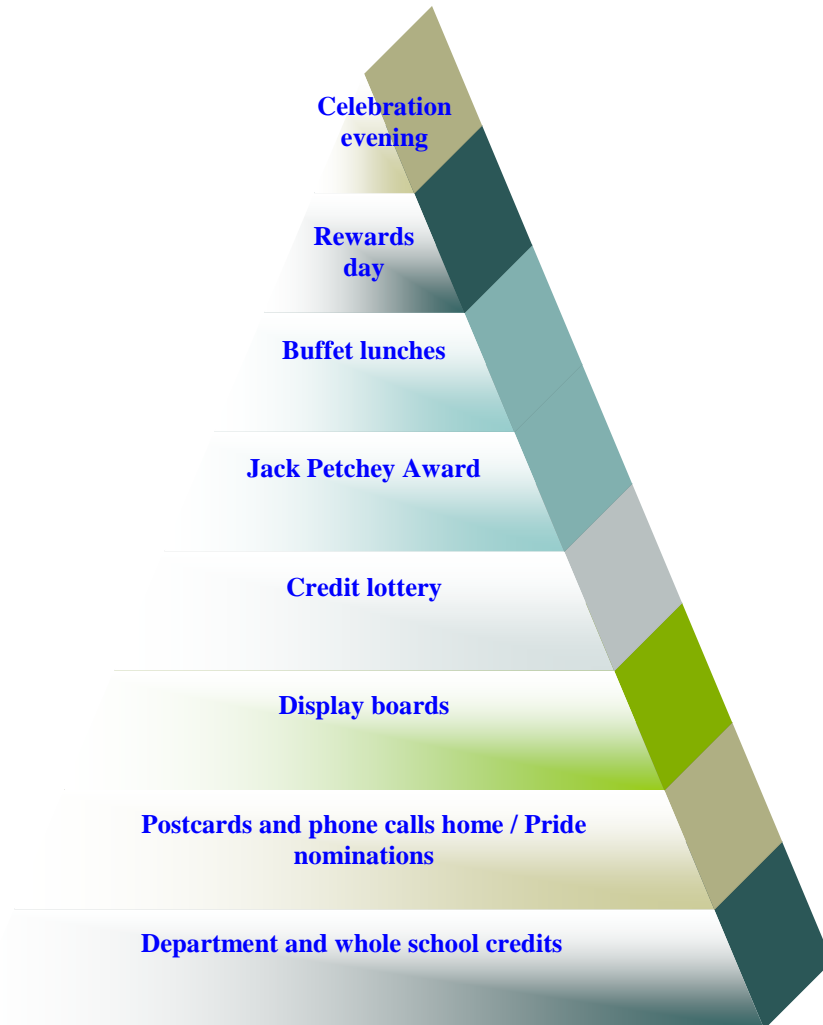
Rewards Day

The credits collected throughout the year contribute to the summer term Rewards Day. The more credits that students collect the more trips/activities will be open to them. It is sometimes possible to subsidise trips/activities for the highest credit earners, though for what trip and to what extent will vary year to year.

Year group celebration events

These are led by the Year Leader for each year group.

Bromfords Rewards Pyramid



Positive Behaviour Procedures

Aims:

- To ensure rules, routines and sanctions are applied consistently across the school;
- To effectively manage students' behaviour in order that a focused learning environment is maintained for all.

Positive Behaviour System

The positive behaviour system runs in conjunction with the reward system. It is understood that the majority of students will choose to spend their time operating within the rewards framework. It is also recognised that of the students whose behaviour is viewed as unsatisfactory only a small minority will move beyond stage two. The school reserves the right to issue a sanction as it deems necessary. This may mean that a student will be given a consequence without the stages outlined below having all been implemented. This will depend on the student's behaviour. The school also issues break, lunchtime and after school detentions. Twenty four hour notice may be given or parental support obtained for no notice detentions.

Pre-Stage One

A teacher will need to employ a range of techniques, strategies and interventions to anticipate and prepare for behaviour issues and to be able to deal with them in a calm manner that minimises disruption to learning. Staffs need to develop their skills and prepare for behaviours as well as preparing the lesson.

All staff are expected to:

- Plan lessons using 'The Bromfords 9';
- Meet and greet students at the door;
- Ensure students start the lesson standing behind their seats with equipment on the desk;
- Ensure the lesson ends with students standing behind their seats ready to receive their stamp;
- See students out of their lesson by the door;
- Challenge and react to any infringement of school policy by students in and out of their lesson
E.g. Poor uniform /lack of equipment / poor punctuality;
- Be visible in corridors at lesson change overs in order to manage behaviour and ensure a safe and calm environment;
- Challenge and respond to inappropriate behaviour/language in and outside of lessons at all times.

Student will be introduced to the concept of "PRIDE" at the start of every new academic year.

At regular intervals the classroom expectations, that is 'PRIDE', need to be revisited with classes and explained.

Any minor misbehaviour outside the classroom can be challenged and recorded using a student's "PRIDE" card.

All subsequent stages have an individual focus and are not to be given as a blanket warning for a whole class. A member of staff may move to any stage without necessarily following order if appropriate.

Stage One - verbal warning

If students are not responding to behaviour for learning strategies (pre-stage one) staff will issue a verbal warning. The words “**verbal warning**” need to be used.

E.g.: “David I am going to ask you again to stop talking so that you and others can focus on their work. This is your **verbal warning**.”

No credit stamp should be issued to the student if this stage has been reached.

Stage Two - classroom consequence

If a student does not modify their behaviour following a verbal warning then they move into stage two. The responsibility for the consequence remains with the class teacher but they need to make it clear to the student that the behaviour is unacceptable and this needs to be noted in the planner and recorded in SIMS.

The words “**classroom consequence**” need to be used.

E.g.: “David you have a verbal warning for talking but have not stopped so I am issuing a **classroom consequence** so that you and others can focus on their work.”

The consequence is at the discretion of the teacher such as moving the student within the classroom or setting a detention.

No credit stamp should be issued to the student if this stage has been reached.

Detentions - a consistent approach

Should a detention be set the following stages need to be followed to ensure consistency:

Stage one: Class teacher

Initially, a detention of 30 minutes after school should be set. This should be written into the student’s planner and a text will go home to inform parents. In the case of a room removal the detention should be a minimum of 1 hour

Stage two: HoD/HoF

If a student fails to attend their scheduled detention without a legitimate reason, a 1 hour detention will be set with HoD/HoF which will be organised between the class teacher and HoD/HoF.

Stage three: SLT detention

If a student fails to attend their HoD/HoF detention, staff must inform the relevant PM who will set the student an SLT detention. A letter will go home to inform parents.

Stage four: Tier 1

If a student fails to attend their SLT detention without a legitimate reason, a Tier 1 sanction will be set. A letter will go home to inform parents.

With all of the above within stage two and detentions, the behaviour, sanction/detention and subsequent attendance must be recorded on SIMS.

Cover Staff

Cover supervisors/long term supply staff should be responsible for consequences with support from HoDs/HoFs. Daily supply staff will need support to implement consequences.

No stamp should be issued to the student if this stage has been reached.

Stage Three - removal from class to a saferoom

(With the department or in small departments pre-arranged collegiate support)

After a classroom consequence has been issued if a student still persists in undermining the learning environment then the teacher will need to make the decision to remove the student from the classroom.

This step needs to be pre-planned for every lesson and departments must have a parallel removal timetable where suitably staffed safe rooms are identified to receive students. This is a serious step and students should be followed-up appropriately. The student should be sent (note in advance)/escorted and should have work to complete. The originating member of staff needs to set sufficient work of an appropriate level so that the student is able to be fully occupied and not impact on the receiving member of staff. They will be expected to sit in silence and work.

The following subsequent actions should be taken by the member of staff who removed the student:

- Incident logged on SIMS;
- Phone call home;
- A letter will be sent home to parents to inform them that this has happened;
- Class teacher must set a stage one after school detention for 1 hour (failure to attend this scheduled detention will result in a SLT detention being set – stage three detention);
- A restorative conversation must take place between the student and the class teacher before the student can return to the lesson – HoDs must monitor and support.

Stage Four - Pastoral Call Out

Pastoral call out should only be used if:

- A student on stage 3 disrupts the saferoom;
- A student refuses to go to the saferoom;
- A student commits a **'serious offence'** that prevents the teaching of others (after classroom strategies have been deployed) or risks the health and safety of others. In general, the offence should result in an internal exclusion.

A reliable student should be sent to the school office to ask for the 'on call' member of the pastoral staff to attend and the disruptive student is then taken to the Inclusion Room. The student's situation will be reviewed by the Year Leader or Pastoral Manager or member of SLT.

Meetings with /Form tutors/ PM/ YL/CTL

Students who persistently disrupt the learning of others in a particular subject will be identified by their behaviour log and HoD/HoF will put strategies in place to support these students, such as subject reports or meeting with parents. They may work with the pastoral team in doing this

Year Leaders may identify students who have a pattern of disruption across several subject areas. They will meet with, and put strategies in place to support these students. Failure to see an improvement in behaviour will result in closer monitoring through targeted reports and further parental involvement.

Stage Five - Tier One Inclusion

Parents will be informed in advance of this action. Tier One requires the student to spend their lunchtime and one hour after school in the Inclusion room for two days. During the hour after school, there will be a programme of reflection, work and restoration with a member of staff.

Stage Six - Tier Two Inclusion

Parents will be informed in advance of this action. Students will be completely removed from contact with other students and work in the Inclusion room. They will also receive two lunchtimes in Inclusion and two one hour detentions after school, one of which is on the day of the Inclusion. In general, students will be placed in this room for one of three reasons:

- An immediate withdrawal from lessons at stage 4;
- Failure to improve after interventions have been put in place or failure to adhere to the terms of an intervention to monitor behaviour;
- As part of a considered response to an incident, or persistent disruption of learning.

Break and lunchtime are spent supervised in the Inclusion Room.

A return to learning meeting must take place with PM/YL/student and parent.

Stage Seven - Saturday Detention

These run on a Saturday between 9-11 am with two senior members of staff present. Students will attend in full school uniform and a restorative meeting with parent and student will take place that morning.

Stage Eight -Fixed Term Exclusion

If a student continues to break rules after other interventions have been put in place a fixed term exclusion will be issued by the Headteacher. Fixed term exclusions can also be issued for one-off serious offences by the Headteacher.

Before returning to school, the student and parents must have a return to school meeting with either pastoral staff/LM/ SLT/Headteacher. The student may be placed on report for a period of two weeks subsequent to exclusion. Targets will be set for the student which both parents and staff can monitor progress on.

Stage Nine - Governors' Disciplinary Meeting

Students who have shown no sign of improvement or whose behaviour/attitude is a serious cause for concern will attend a disciplinary hearing with a panel of Governors. Documentation will be prepared for the hearing. Students who have exceeded 15 days fixed period exclusions in a single term will automatically be called before the Governors. If a situation looks unlikely to improve within Bromfords a 'managed move' may be suggested as a final alternative to avoid permanent exclusion. Other individual learning programmes may also need to be investigated.

Stage Ten - Permanent Exclusion

Permanent exclusion should be used as a last resort.

A decision to exclude a child permanently is a serious one. It is a final step in the process in dealing with disciplinary offence when a wide range of other strategies have been tried and failed, including the use of a Pastoral Support Programme.

A permanent exclusion decision can be based solely on a one-off event that is serious enough to warrant a permanent exclusion.

Students who persistently break the school contract or who commit a significantly serious misdemeanour can expect to find themselves at the final stage of the pyramid. The decision to exclude rests with the Headteacher and the Headteacher's decision needs to be supported by the Governing Body at the permanent exclusion meeting.

Serious Misconduct

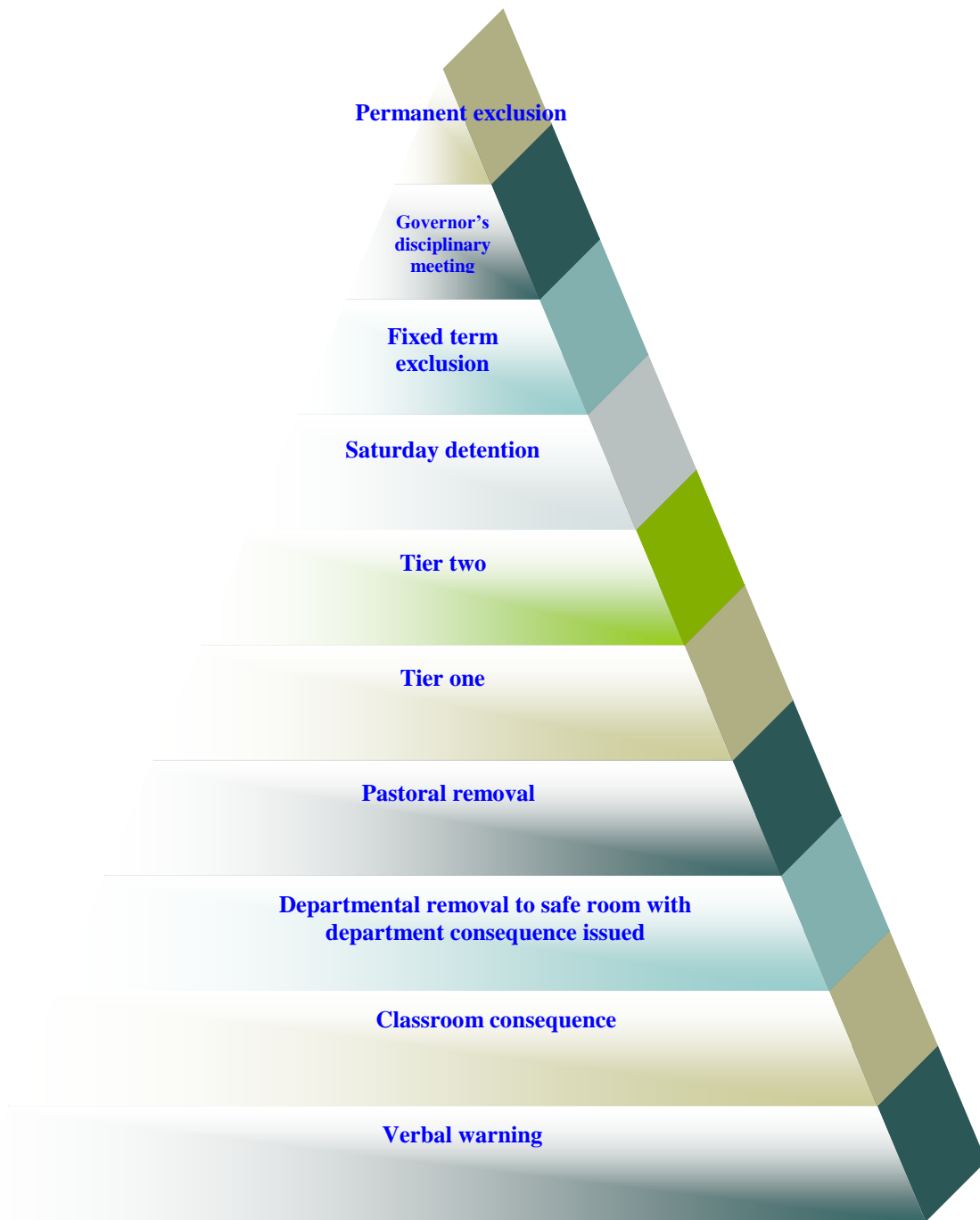
Example of serious misconduct include:

- Physical assault of staff;
- Verbal abuse of staff;
- Bullying;
- Theft ;
- Possession of drugs, distribution of drugs;
- Possession of or use of an offensive weapon;
- Any act which endangers the health and safety of others;
- Inappropriate use of social media;
- Serious malicious damage to school fabric or property;
- Persistent infringement of school disciplinary code and /or persistent disruption of the learning environment;
- Any illegal act.

Every case is individual and judgement must be used. Factors such as age, SEN, intent, previous background, may need to be taken into account.

Serious cases of misconduct would normally be dealt with through fixed term exclusion or permanent exclusion.

Bromfords Sanctions Pyramid



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