

The Bromfords School



Positive Behaviour Policy

Positive Behaviour

1.0 Aim:

To create a positive ethos throughout the school in which everyone is treated with mutual respect, can fulfil their potential and success is recognised and celebrated.

1.1 Core Principles:

Everyone in the school community has three basic rights:

- The right to feel happy and safe;
- The right to be treated with respect;
- The right to learn and/or teach.

In order for us all to have these rights, we all have three basic responsibilities:

- The responsibility to behave in a safe way;
- The responsibility to treat others with respect;
- The responsibility to allow students to learn and teachers to teach.

1.2 Promoting good behaviour, self-discipline and respect:

- All members of our school community should aspire to the best they can be, in everything that they do. This does not just relate to learning in the classroom but our daily interactions with each other.
- It is important to recognise that all members of our school community are responsible for their actions and the choices that they make at school and in the wider community.
- We believe that good behaviour is a result of having high expectations for all and is achieved when everyone knows these rights and responsibilities, applies a common approach to behaviour management and accepts they are responsible for the choices they make.
- Good behaviour provides us with the platform to achieve and be successful; opens up more opportunities for enrichment activities and develops skills that prepares students in particular for life and the world of work.

1.3 Basic school rules

The following basic rules make it clear to students, parents and staff what our expectations are with these specific things:

1. All students must have an eraser, black and red pen, pencil, ruler, scientific calculator, a reading book and be properly equipped for all lessons including PE and practical subjects.
2. Students must not leave a classroom in lesson time without a note/toilet pass, which should be either from Student Reception or written by the teacher.

3. Uniform will always be worn in its entirety (unless specified, a note is required if student does not have it in its entirety).
4. No jewellery should be worn other than a wristwatch.
5. Only natural looking make-up, hair colour and hair styles are permitted.
6. False nails, including acrylics are not permitted. Natural nails need to be a suitable length for suitable health and safety reasons.
7. Students to attend all lessons and to be on time.
8. Coats should be removed before entering a classroom and when eating in the canteen.
9. Always follow the one-way system and noise in the corridor should be kept to a minimum.
10. Students must **not** leave the school site during the normal school day.
11. There should be no graffiti on books or other school property.
12. Absence should be notified with the attendance team via email or phone as soon as possible.
13. From 5th June 2023, mobile phones must not be seen or heard anywhere on the school site, inside or outside of buildings. This includes at break and lunchtime, before school and after school. If a device is seen or heard, then staff will confiscate these items and the student will be required to attend a same-day detention lasting 60 minutes. Confiscated phones or other electronic devices will be returned to the student at the end of the detention.
14. Students should be respectful to others at all times.
15. Students should interact with each other in an appropriate, safe and sensible manner at all times, including before school, at break and lunchtime, and after school. As well on their way home from school.
16. Students should follow the schools' Equality code, treating each other with dignity, kindness and respect.
17. The following items are prohibited and will be confiscated if seen on site:
 - Chewing gum
 - Hoodies/sweatshirt/unbranded jumpers
 - Aerosol deodorant
 - Headphones/Air pods
 - Energy drinks

2.0 Rewarding students

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 positive relationships and the best climate for learning throughout the school. All staff should look for the positive and encourage students to recognise and embrace their individual successes. By placing emphasis on the use of rewards as a means of raising levels of achievement, appropriate behaviour will manifest across the school as well as increase students' self-esteem and create a positive learning environment. Rewarding students is part of The Bromfords Blueprint in that staff are expected to reward and award students for their efforts, attitude and success.

2.1 Achievement (House) points - Classroom/departmental/pastoral/other staff House points

Students in all year groups can be awarded achievement (House) points throughout the year. These will be awarded on an individual basis for student actions which are above and beyond. Examples of what achievement (House) points can be awarded for are:

- Exceptional effort in classwork and/or homework;
- Exceptional attitude to learning;
- Supporting staff/students above and beyond what would be expected;
- Taking part in an extra-curricular activity;
- Clean Expectations card at the end of the half term;
- Positive signature on students' Expectations card;
- Use of achievement point theme to promote positive behaviour.

House points should be awarded ONLY one at a time and recorded on SIMS or Edulink via the achievement page.

At the end of each half-term, term and school year, House points will be totalled and form part of celebrating student success in assemblies as well as the Celebration Evening and contribute toward the overall House competition.

2.2 A range of rewards

- Attendance prizes for individual students and tutor groups
- Positive phone calls home
- Personalised letters or postcards sent home to parents/carers
- Certificates
- House Assemblies
- Head of Year assemblies
- Celebration assemblies to award students' success
- House points
- Rewards trip
- Jack Petchey nominations and rewards
- Special privileges such as meet and greet with Headteacher/Deputy Head/Head of Year
- Celebration lunches with SLT
- Prefect Awards
- School council, Anti-Bullying and Diversity Champions rewards

3.0 In the classroom and around the school site:

- All members of staff should model and implement the systems within this policy to ensure **consistency**. This approach will give students a fair opportunity to be successful within a positive environment with no misunderstanding of what is expected of them with respect to their behaviour for learning.
- Our Equality Code aims to create a culture of acceptance as well as an appreciation of our differences.

3.1 School Uniform

- School uniform is to be worn with pride and students should take pride in their appearance. (Please see Appendix A for a full list of uniform code.)
- Consequences will be applied if there are regular, repeated and unexplained incidents where the Uniform code is not complied with.
- A note from home must be given to the tutor for missing or incorrect uniform.

3.2 Classroom rules

- Within the classroom, students will observe the Classroom Rules and will follow the agreed code of conduct. Expectations are clearly displayed in all classrooms and are regularly referred to by staff. Students will be challenged under the following circumstances:
 - Is my behaviour affecting my own achievement?
 - Is my behaviour affecting the learning of others?
 - Is my behaviour affecting the safety and well-being of others and the school site?

3.3 Truancy

- Students must attend all lessons and to ensure they arrive to lessons on time.
- When a student arrives late to a lesson their expectation card should be signed and marked as L on the register.
- Truancy is deemed as missing from the lesson for more than 10minutes.
- From 5th June, 2023 students who fail to attend a lesson or miss a significant duration of multiple lessons within the school day will be set a same day detention lasting up to two hours.

3.4 Staged Approach

- If a student displays behaviour that is not in line with the expectations above, a teacher will use the staged approach to managing behaviour, which is displayed in each classroom space.
- The stage approach will consist of the following three actions;
 - Verbal warning – **remind** students of the expectations
 - Classroom consequence – students are given a consequence due to not following the expectations, allowing students to **regulate** themselves to follow the expectations
 - Safe room – students directed to the safe room to **reflect** upon the lesson, to self-regulate in readiness for their next lesson.
- Reflective language will be used by the teacher in each stage of the above process.
- Where a student has been abusive or engaged in dangerous behaviour it is not necessary to go through the staged approach of warnings.

3.4.1 Around the school site (and the immediate vicinity outside of school):

- Students should adhere to our high expectations in and around the school at all times, inappropriate behaviour will be challenged such as;
 - displayed behaviour which prevents learning,

- rudeness and lack of respect,
- aggressive behaviour and fighting,
- bullying and intimidation,
- homophobia and racism (not following The Bromfords Equality Code).
- Students should follow the one-way system through the corridors and stairs.
- Students should adhere to our Equality Code and treat others with respect.
- Students are expected to respect the school environment and keep it free of litter and graffiti.
- School rules apply to the area immediately outside the school as well as the journey to and from school.
- Staff should challenge uniform issues such as including removal of non-branded sweaters and hoodies, all jewellery(which should be confiscated) and insist on red slips for missing uniform. – a strike on their expectations card should be made if students do not have a red slip.

3.4.2 Use of Expectations Card for outside the classroom

- Students who do not adhere to our high expectations around the school site such as within corridors, on the playground, in the canteen or library, staff will sign their Expectations Card.
- Here are some examples of when staff may sign a student's Expectations card in the 'Below Expectations' section:
 - Swearing in and around the community
 - Being unsafe
 - Not following the one-way system
 - Dropping litter
 - Being disrespectful to peers (EDI)
- Here are some examples of when staff may sign a student's Expectations card in the 'Above Expectations' section:
 - Picking up litter without being asked
 - Helping others in need (staff or peers)
 - Putting other in the community first before themselves
- At the end of a half term if a student has a clean Expectations card, they will automatically receive 30 achievement points from their tutor.
- If students have a positive signature, they will receive additional achievement points.

3.4.3 Mobile (and other electronic) devices

- From 5th June 2023, mobile phones must not be seen or heard anywhere on the school site, inside or outside of buildings. This includes at break and lunchtime, before school and after school.
- If a device is seen or heard, then staff will confiscate these items and the student will be required to attend a same-day detention lasting 60 minutes. Confiscated phones or other electronic devices will be returned to the student at the end of the detention.
- Students whose phone or electronic device has been confiscated persistently will be addressed by staff and contact will be made with the parent/carer to discuss next steps.
- All electronic devices including mobile phones should be used appropriately and within the law, the use of the video, picture taking and audio recording facilities may not be used at all on the school premises, if they are the device will be confiscated and parent/carers may be contacted depending on the what has been captured/recorded.

3.5 Core Strategies within the classroom:

Broadly, the strategies that we employ to meet our aims should ensure:

- Every member of staff has high personal expectations of every student, and make these expectations the driver of learning;
- SLANT to be used;
- We apply rules, routines, rewards and sanctions consistently;
- We utilise a range of techniques and strategies to deal with behaviour (verbal and non-verbal) recognising that every student is unique;
- Use the language of mutual respect;
- Avoid over-reaction and confrontation;
- Adopt a positive approach to problem solving – group dynamics and individual behaviours can be changed;
- Emphasis the expectation framed in a positive manner.

3.6 Home School Agreement

The aim of the home school agreement is to encourage shared responsibility and a close partnership between home and school, so that each student achieves their personal best and, in doing so, contributes to the school community. The agreement outlines the responsibilities of the school, the parent/carers and the student (see Appendix B). The Agreement must be signed by the school, the student and their parent/carer at the beginning of each school year.

3.7 Equality Code

Staff need to ensure that when students breach the Equality Code the situation is dealt with and logged appropriately following the processes outlined below. A minor breach is use of inappropriate language e.g. 'You're so gay', a major breach is defined as when challenged, there is refusal to acknowledge this, and therefore deemed as more serious.

A minor breach of the Equality Code is investigated by the staff member at the source. Minor breaches are logged onto the Schools' Behaviour system and passed onto RST who oversees all breaches and investigates accordingly. With a minor breach, Staff members are expected to have a conversation with a student(s) to remind them of expectations and how we can make better choices moving forwards.

A major breach of the Equality code is logged onto the Schools' Behaviour system and notifies RST to investigate accordingly. RST sets a sanction following the Schools' Positive Behaviour Policy. RST meets with student(s) to discuss the incident and how to make better choices moving forwards.

4.0 Supporting the conduct of students

Central to our behaviour philosophy is the clear setting of high expectations by all staff in an environment of mutual respect. Any sanctions applied should have a restorative element and aim to support the student back into the classroom. By being a Trauma Perceptive school encourages us all to think and act more boldly, through our values, policies and practice. This is vital in helping us understand how to effectively support children and young people at Bromfords and beyond, whilst enabling us to create safe place where all can flourish, become resilient and learn.

We recognise that the majority of students will choose to spend their time operating within the rewards framework and meeting our expectations. 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, if deemed necessary by the member of staff. This will depend on the student's behaviour and every situation is ultimately unique. The school issues break, lunchtime and after school detentions. Twenty-four hours' notice will be given for detentions that are half an hour or more after school or parental support obtained for no notice detentions. The best strategy for effective classroom management is to plan imaginative, engaging lessons which challenge all learners.

Expectations with regard to planning, routines and behaviour for learning are outlined below;

4.1 For planning:

- Plan lessons using 'The Bromfords Blueprint';
- Display the learning intent at ALL times;
- Challenge students to take pride in their work – we must be challenging and then following up on poor presentation as referenced on the sticker on the front of all exercise books;
- Ensure that students are sticking all loose sheets neatly into books;
- Ensure KS4 students have their target for your subject displayed on their exercise book;
- Apply the school's marking and feedback policy with all classes;
- Understand the sequencing of lessons linked to curriculum intent documents and support learners to be successful;
- Display SLANT to promote high expectations of behaviour.

4.2 For routines:

- Meet and greet your class by the entrance of your learning environment as they arrive;
- Ensure lessons start and finish in an orderly way,
- Ensure students do not leave your lesson unnecessarily – should this need arise they must have a toilet pass or a note for medical that is signed, dated and time stamped;
- Students should never be allowed out of your lesson early;
- See students out of the exit to ensure they follow the one-way system;
- Be visible in corridors at lesson change overs in order to manage behaviour and ensure a safe and calm environment;

- Challenge and always respond to inappropriate behaviour/language in and outside of lessons.

4.3 For Behaviour for Learning (BfL):

- 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. Staff need to develop their skills and prepare for behaviours as well as preparing the lesson;
- Late students should receive a strike on their expectations card;
- Ensure students are focused on activities – they should not be slumped on their desk, leaning back on their chairs etc. – they should be respectful of your learning environment and they need to be challenged if they are behaving in this way;
- Challenge uniform issues such as including removal of non-branded sweaters and hoodies, all jewellery (which should be confiscated) and insist on red slips for missing uniform. – a strike on their expectations card should be made if students do not have a red slip.

Any consequence set will be proportionate and reasonable and will take into consideration the student's age, mental health, known personal circumstances and special educational needs or disability. Staff should use their professional judgement, knowledge and experience to allow reasonable adjustments, when necessary, therefore sanctions set are relative to the behaviour displayed by the student and the specific situation.

Following time to remind and help regulate students who show sign of dysregulation using the staged approach possible consequences are:

- Break, lunchtime or after school detentions
- Extra work or instructed to repeat unsatisfactory work
- After school repair with staff (could be staff class teacher, HOD/HOF or SLT)
- Reports e.g., positive, tutor, head of year or SLT report.
- Rebuild in the R-Room
- Discretionary timetable changes
- Pastoral Support Plans
- Education at another school
- Fixed term suspension

Corporal punishment is **not** allowed under any circumstances.

4.4 Staged Approach to Sanctions

A member of staff may move to any stage without necessarily following sequence if appropriate – there would of course be justification for this.

4.4.1 Verbal Warning (VW)

If students are not responding to behaviour for learning strategies (Staff expectations) staff will issue a verbal warning. The words “**verbal warning**” needs to be used. This is a reminder to the students of our

expectations.

E.g.: “David, that is your **verbal warning**, at Bromfords we make the most of every minute in our lessons.”

4.4.2 Classroom Consequence (CC)

If a student does not modify their behaviour following a verbal warning (reminder) 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 recorded in SIMS. The words “**classroom consequence**” need to be used. This should allow the student who is dysregulating to have the opportunity to regulate and conform to the classroom expectations.

E.g.: “David you now have a **classroom consequence**. I will remind you again that at Bromfords we make the most of every minute during lessons.”

The consequence is at the discretion of the teacher such as moving the student within the classroom or set a Level 1 Reflect and Reset sanction.

4.4.2.1 Detentions

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

a) Class teacher – Level 1 Reflect & Reset (R&R) and/or Level 2

Initially, a R&R discussion of 10-15 minutes should be set either after school, at break or lunch (students must have time to eat and go to the toilet). During this time a restorative conversation should take place so that the young person understands why their behaviour was not appropriate. If the student fails to attend this restorative phase, then they should be set a class teacher detention which is 30 minutes after school (**Appendix E** can be used to notify parents, via the office). The class teacher should inform the student and log in SIMS/Edulink (parents are able to see this as a notification on Edulink). Staff can complete the Reflection Form (see appendix C) with the student as part of this restorative process, and should give to their HoD/HoF to file.

b) Same-day Detentions

- Where students do not meet our expectations during the school day, students will be issued with an after-school detention on that day, lasting either 30 minutes, 1 hour or 2 hours depending on the behaviour(s) exhibited.
- Whilst parents/carers will be notified; there is no legal obligation on the part of the school to give parents/carers advance notice of after-school detentions.

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

Cover Staff

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

The Behaviour for Learning on a page must be given to cover staff to support them and the rest of the Bromfords community.

4.4.3 Removal from class to a saferoom

(Within the department or Faculty)

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 complete the work.

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

- Incident logged on SIMS;
- Student completes the Reflection Form (see appendix C);
- Class teacher to communicate home either by email/telephone or completes the email summary of incidents (see Appendix D) and sends to office copying HoD/HoF in - a text will be sent home to parents via the office to inform them that this has happened;
- Class teacher must set a detention. If a student fails to attend their scheduled detention without a legitimate reason, parents should be informed by telephone or email by the class teacher who will give the student the opportunity to sit the sanction again, although the duration of the sanction may be increased. If a student fails to attend the above detention, staff must inform the relevant HoY who will set the student a same-day detention.
- A restorative conversation must take place between the student and the class teacher before the next lesson – HoD/HoF's must monitor and support.

4.4.4 Head of Year Support

A Head of Year call out should only be used if:

- A student on stage three 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 suspension.

A reliable student should be sent to the school office to ask for the 'on call' Head of Year to attend and the disruptive student is then taken to the R-Room. The student's situation will be reviewed by the Head of Year and/or a member of Staff on VLW but the typical sanction would be that a same-day detention after school would then be issued.

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.

Heads of Year may identify students who have a pattern of disruption across 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.

4.4.5 Internal Isolation

Parents will be informed in advance of this action. Students will be completely removed from contact with other students and work in the Ready for Learning Room for a day.

In general, students will be placed in this room for one of two reasons:

- 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.
- Failing to attend a same day detention of 2 hours.

Students will spend the whole day in this room, completing their work in silence. **They will also be kept for one hour after school.** A restorative conversation must take place with a staff member and the student, depending on the incident the parent/carer may be invited to attend also. The Reflection Room will operate on a three-strike rule, for every strike student will have to stay after school for an additional 15mins. If students use this opportunity appropriately to reflect on their choices and work well, they will be able to leave the school site at 3.50pm. For those that acquire three strikes they will be removed from this area and will have to complete this sanction the next day, alternatively their choices may lead to a further sanction.

4.4.6 Fixed Term Suspension (FTS)

If a student continues to break rules after other interventions have been put in place a fixed term suspension may be issued by the Headteacher. Fixed term suspensions can also be issued for one-off serious offences (see list below for examples) by the Headteacher. The school will always follow the latest [statutory guidance](#) from the Department for Education when considering a Fixed Term Suspension. Before returning to school, the student and parents must have a return to school meeting with HoY and Director of KS3/4 and/or attached member of SLT.

4.4.7 Permanent Exclusion (PEX)

Permanent exclusion is only ever 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, or due to one-off serious misconduct. The school will always follow the latest [statutory guidance](#) from the Department for Education when considering a Permanent Exclusion.

The decision to exclude permanently rests with the Headteacher and the Headteacher's decision needs to be supported by the Governing Body at the permanent exclusion meeting. Every case is individual and sound judgement must be used. Factors such as age, SEN, intent, previous background, may need to be taken into account. Where appropriate the school may move to any stage without following the above order dependent on the frequency/severity of a student's behaviour.

The reasons below are examples of the types of circumstances that may warrant consideration of a suspension or permanent exclusion.

- Physical assault of staff;
- Verbal abuse towards staff;
- Harmful Sexual Behaviour (HSB);
- Bullying;
- Theft;
- Possession/distribution of drugs;
- Possession/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;
- Violent and serious assault within the school community;
- Any illegal act.

4.5 The role of parents/carers

Parents and carers have a role in supporting the behaviour of their child whilst in school. Parents/carers are expected to:

- Support their child in adhering to the pupil code of conduct – should the need arise to employ sanctions, parents/carers are entitled to an explanation as to why they have been implemented but then expected to support the school;
- Inform the school of any changes in circumstances that may affect their child's behaviour;
- Discuss any behavioural concerns with the class teacher/HoD or HoF/Head of Year promptly;
- Treat the School's staff, other students and their parents/carers with courtesy and respect at all times, verbal, physical and/or slanderous abuse will not be tolerated and may lead to direct contact with the school and/or staff being withheld.

The Bromfords School Uniform and PE Kit 2022-2023

Our students are ambassadors of the school and are expected to dress and behave in a way that reflects the high expectations and aspirations we have for all members of our school community.

Uniform

- A plain navy-blue blazer with the Bromfords School badge and blue braiding.
- Plain white formal shirt/blouse with collar, buttoned to the neck; to be tucked in at all times.
- School clip-on tie, fastened over the top shirt button, (available from the school only).
- Plain navy-blue tailored school trousers. Tight trousers, leggings or jeans are NOT permitted.
- The Bromfords School and Sixth Form college skirt. No other skirt is acceptable. (Only available from the school).
- A plain navy-blue knitted 'V' neck pullover or cardigan is optional but if worn, it must be purchased from our supplier and have the school logo on it. (No sweatshirts/tracksuit tops/hoodies).
- Plain navy, black or white knee length or ankle socks.
- Plain black, navy or beige tights; again, no leggings are permitted.
- Plain black formal flat shoes, (not boots, trainers/sports shoes or other footwear such as Nike Air Force 1 or similar are not permitted)
- Apron for DT or Food lessons
- Only natural looking make-up and hair colour are permitted. This includes eyelashes.
- False nails including acrylics are not permitted. Fingernails should not be seen from underside the finger. Fingernails must be of natural colour.
- No jewellery is permitted apart from a wristwatch. Please note that any notification function on any watch must be turned off during the school day.

Students who are not in full school uniform should report to their Form Tutor upon arrival in school with a note from their parent/carer stating the reason. A 'red-slip' uniform note or appropriate sanction will be issued for a limited time. Parents/carers may also be contacted.

Sports Kit and Equipment

- School logo polo shirt
- School logo long sleeve rugby shirt (boys only)
- School logo PE shorts
- School logo leggings
- School logo tracksuit
- School logo sport jumper/hoody (optional)
- School football socks or plain navy football socks
- Under layers or skins – white or blue in colour (optional)
- Trainers
- Football boots (optional)
- Shin pads (optional)
- Gum shield (optional)

Home School Agreement

The school is entitled to expect that you as a student:

- attend school each day, arriving to school and lessons on time;
- follow the school's rules and school dress code;
- work to the best of your ability;
- take responsibility for your own learning, organisation and discipline, making the right choices including on my way to and from school;
- check Edulink and Microsoft teams regularly, complete your homework to the best of your ability, hand it in on time and meet deadlines;
- comply with the ICT Acceptable use policy to include Internet Access and Social Media;
- are honest, polite and exhibit good behaviour at all times;
- treat all members of our community with courtesy and respect, as well as their possessions and the school environment;
- participate to the best of your ability in all that you do;
- raise any concerns or problems that you might have, with us and your parents, quickly.

The school is entitled to expect that you as a parent:

- engage and support the school's ethos and adhere to school policies and procedures;
- ensure regular and punctual attendance by your child as detailed in the school's attendance policy;
- avoid absences during term time (including holidays), notify the school of absence immediately;
- ensure your child attends school wearing the correct uniform and has equipment for the day;
- provide an appropriate time and environment at home to enable your child to complete their homework;
- monitor your child's homework to ensure that it is completed to the best of your child's ability and within set timelines;
- have positive and realistic expectations of your child's ability;
- support school's activities (parents' evenings/concerts/events) and encourage your child to do so;
- reply to school communications;
- regularly check Edulink and notify the school about any concerns or problems;
- monitor your child's use of social media to ensure their safety.

Students and Parents are entitled to expect that we as a school:

- will communicate in a consistent and timely manner;
- provide a happy, caring and safe environment for learning;
- provide teaching that will challenge and stretch your child;
- provide good moral guidance and role models for your child;
- effectively monitor your child's progress providing intervention when required;
- praise your child for their achievements;
- set appropriate homework for your child and advise you of our expectations;
- advise you about the equipment, books and materials that are required for school;
- provide up-to-date and timely information about the school's events;
- provide enrichment activities;
- inform you of any concerns we may have about your child and work with you to find a positive solution;
- deal with any concerns or issues in a professional, fair, transparent and consistent manner;
- be accessible and provide opportunities to meet with staff to discuss your child's progress.

I confirm the information contained on this form is accurate and confirm that by signing below both myself and my child will adhere to the Home School Agreement.

Parent/Carer Signature: _____ **Student Signature:** _____

Parent/Carer Name: _____ **Student Name:** _____

Relationship to student: _____ **Date:** _____

Appendix C

Reflective Form because of being sent to the safe room.

What happened?



Why did it happen?

How were you feeling?



What were you thinking?

Who else has been affected?

How might they be feeling?



What did you think when you realised what had happened?

What could you have done differently?

What impact has this incident had on you?

What has been the hardest thing for you?

How can we repair the damage?

What could those involved do differently to help you?

Appendix D

Level 2 teacher Detention

Details of Detention	Information for letter home
Date of Detention	
Name of student	
Form Group	
Duration of detention	30 minutes
Department	
Who is the detention with?	

Wording for text home informing parents of room removal.

“Please be aware that [NAME] was removed from [HIS/HER] [SUBJECT] lesson period [NUMBER] today. This matter will be followed up appropriately. Please contact the school should you wish to discuss this matter further.

The Bromfords School

Behaviour Policy – One Page Summary

Everyone in the school community has three basic rights:

- The right to feel safe;
- The right to be treated with respect;
- The right to learn and/or teach.

In order for us all to have these rights, we all have three basic responsibilities:

- The responsibility to behave in a safe way;
- The responsibility to treat others with respect;
- The responsibility to allow students to learn and teachers to teach.

Stage One - verbal warning

Stage Two - classroom consequence

- Incident logged on SIMS/Edulink;
- A restorative conversation must take place between the student and the class teacher before next lesson.

Stage Three - removal from class to a saferoom

- Incident logged on SIMS/Edulink;
- Student completes the Reflection Form (see appendix C);
- Class teacher communicates to student/parent/carer via email/telephone/office by completing the email summary of incidents (see Appendix D), send to office copying HoD/HoF in - a text will be sent home to parents to inform them that this has happened;
- A restorative conversation must take place between the student and the class teacher before the next lesson – HoD/HoF's must monitor and support.

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

- a) Class teacher** – R&R discussion at break, lunch or after school should be set (students must have time to eat and go to the toilet). During this time a restorative conversation should take place so that the young person understands why their behaviour was not appropriate.
- b) Class teacher** – 30 minutes after school detention. If a student fails to attend their scheduled detention without a legitimate reason, parents should be informed by telephone or email by the class teacher who will give the student the opportunity to sit the sanction again, although the duration of the sanction may be increased.
- c) Same-day detention** - If a student fails to attend the above detention, staff must inform the relevant HoY who will set the student a same-day detention.

BEHAVIOUR FOR LEARNING – ACHIEVEMENT

POINTS	ACHIEVEMENT	
	ACHIEVE ✓ Improved effort/aiming high in lesson ✓ Improved progress ENRICH ✓ Creativity ✓ Leadership	PREPARE ✓ Improved organisation/readiness to learn ✓ Communication • Independence KINDNESS ✓ Helpfulness
	ACHIEVE ✓ Outstanding effort/aiming high ✓ Outstanding progress ✓ Outstanding homework	ENRICH ✓ Creativity ✓ Leadership PREPARE ✓ Resilience ✓ Problem Solving ✓ Teamwork
	ACHIEVE ✓ Persistent and outstanding effort/homework/progress over the half term. ENRICH ✓ Taking part in a House Competition ✓ Extra Curricular Contribution PREPARE ✓ Serving the school community	
	ACHIEVE ✓ Persistent improvement in attitude to learning within half term ENRICH ✓ Major contribution to the School Community ✓ Major contribution to the outside Community PREPARE ✓ Improved attendance within half term	
	ACHIEVE ✓ No strikes on Expectations Card for half term ENRICH ✓ Winning a House Competition PREPARE ✓ 100% Attendance for the term	

ACHIEVE, ENRICH, PREPARE

BEHAVIOUR FOR LEARNING – SANCTIONS

POINT	BEHAVIOUR
1	<ul style="list-style-type: none"> R & R <ul style="list-style-type: none"> Disrupting the learning of others Failing to follow instructions Talking / out of seat Poor effort / work in class Lack of equipment Failure to complete homework Negative attitude in DEAR time No reading book for DEAR time
2	<ul style="list-style-type: none"> Minor breach of the Equality Code Misbehaviour in a detention Lost Expectations Card Minor child on child incident Classroom consequence as a result of low level disruptive behaviour Failure to attend a Level 2 sanction Inappropriate use of technology
3	<ul style="list-style-type: none"> Persistent refusal to follow instructions Inappropriate language including swearing in a conversation Persistent lateness to school/lessons Truancy of a lesson Rudeness and /or arguing with staff Failure to attend a Level 3 sanction
4	<ul style="list-style-type: none"> Safe Room Removal Deliberate defiance Threatening behaviour Failure to attend a Level 4 Sanction Major breach of the Equality Code Major child on child incident
5	<ul style="list-style-type: none"> Very serious incident e.g. <ul style="list-style-type: none"> Smoking / vaping Gambling/possession of alcohol Inappropriate use of electronic device Theft/graffiti/vandalism Verbal abusive towards staff Assault on another pupil Bullying/racist/homophobic/prejudice incident Refusal to go to the Safe Room Removal Truancy off school site Failure to attend a Level 5 and/or 6 sanction

ACHIEVE, ENRICH, PREPARE

Compiled by: Mrs R. Clout	ISSUE: 2
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