

The Bromfords School and Sixth Form College



Positive Behaviour Policy

Positive Behaviour

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.

Core Principles:

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.

Choice:

- 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.

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.

In the Classroom	Around the school premises
Preparation	Punctuality
Respect	Respect
Inclusion	Inclusion
Dedication	Dedication
Engagement	Environment

Our Positive Behaviour Policy is constructed to uphold the above rights and responsibilities and our expectations of **PRIDE** at all time.

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 represents:

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.

Core Strategies:

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;
- 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.

Basic school rules

The following basic rules can be found in the student handbook which 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 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, which should be either from Student Reception or written in this handbook;
3. Uniform will be worn at all times. Coats and/or hoodies/non-school jumpers should not be worn inside the building;
4. Always follow the one-way system and noise in the corridor should be kept to a minimum;
5. Chewing gum and energy drinks are not allowed in school;
6. Students in years 7-11 must not leave the school site during the normal school day;
7. There should be no graffiti on books or other property;
8. Absence notes are required promptly after every absence or written into The Student Handbook on the absence page;
9. Mobile phones are allowed in school for use during break and lunchtime, but must be turned off during lesson and tutor time, and should always be out of sight. If a phone is seen in a lesson, staff will confiscate it and pass to the Main Reception. The video, picture taking and audio recording facilities of mobile phones may not be used at all on the school premises – if they are the phone will be confiscated. Confiscated phones will only be returned directly to parents/carers who will have to collect from our Main Reception;
10. Headphones/air pods are not allowed on the school site. If seen, they will be confiscated and only returned directly to parents/carers who will have to collect from our Main Reception.

Positive Behaviour: Rewards

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. The system allows for all students regardless of ability, gender or age to be rewarded for their efforts and achievements.

House points - Classroom/departmental/pastoral/other staff House points

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

House points should be awarded ONLY one at a time and recorded on SIMS via the achievement page. At the end of the year House points will be totalled and form part of the Celebration Evening and contribute toward the overall House competition.

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 updated during term 2a and then after the Celebration Evenings in term 3a/b.

Assemblies

Every opportunity should be taken in assemblies to celebrate success including termly rewards assemblies incorporating an update on House activities and a House Point lottery.

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.

Year group celebration events

These are led by the Head of Year for each year group and occur in term 3a/b.

Positive Behaviour: Sanctions

Central to our sanctions 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. 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. 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 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 before using sanctions is shown below.

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.

For routines:

- Ensure lessons start and finish in an orderly way, with students stood behind chairs ready to start with equipment out;
- Ensure students do not leave your lesson unnecessarily – should this need arise they must have their planner signed;
- Students should never be allowed out of your lesson early;
- See students out of their lesson by the door;
- 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.

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 PRIDE 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-Bromfords sweaters and hoodies, all jewellery (which should be confiscated) and insist on notes for missing ties – a strike on the PRIDE card should be made if students do not have a note;

Reinforcement of expectations for students

Students 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 through assemblies. Any minor misbehaviour outside the classroom can be challenged and recorded with a strike on the PRIDE card.

Sanction stages

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

Stage One - verbal warning

If students are not responding to behaviour for learning strategies (Staff expectations) 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**.”

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.

Detentions - a consistent approach

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

a) Class teacher

Initially, a detention of 30 minutes after school should be set (break and lunch could be used as well but students must have time to eat and go to the toilet). This should be written into the student’s planner.

b) 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. Parents should be informed by telephone or email by the class teacher/HoD.

c) SLT detention

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

d) 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 be emailed 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 are responsible for consequences with support from HoDs/HoFs. Daily supply staff will need support to implement consequences.

Stage Three - 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 work.

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

- Incident logged on SIMS;
- Student completes the 5W form (see appendix A);
- Class teacher completes the email summary of incidents (see Appendix B) and sends to office copying HoD/HoF in - a text (see appendix C) will be sent home to parents to inform them that this has happened;
- Class teacher must set a stage two after school detention for 1 hour with their HoD/HoF (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 – HoD/HoF's must monitor and support.

Stage Four - Pastoral Call Out

Pastoral 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' 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 Head of Year and/or a member of SLT.

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 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.

An SLT detention will be set by the relevant HOY.

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 R-Room. They will also receive two lunchtimes and two one hour detentions after school, one of which is on the day of the Tier 2. In general, students will be placed in this room for one of three 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.

Break and lunchtime are spent supervised in the R-Room.

A restorative conversation must take place with the HoY/HoLUS, student and parent.

Stage Seven - Saturday Detention

These run on a Saturday between 9:00-11:00am 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 Suspension

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 by the Headteacher.

Before returning to school, the student and parents must have a return to school meeting with HoY and HoLUS and/or attached member of SLT.

(Stage Nine - Governors' Disciplinary Meeting)*

Students whose behaviour/attitude is a serious cause for concern over a period of time may* attend a disciplinary hearing with a panel of Governors. If the situation looks unlikely to improve at Bromfords, a managed move to another local school may be also discussed. Other individual learning programmes may also need to be investigated.

Stage Ten - Permanent Exclusion

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 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.

Examples of serious misconduct

- Physical assault of staff;
- 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;
- Any illegal act.

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.

Misbehaviour outside of the classroom

Students have a PRIDE card to record poor behaviour outside the classroom. This is issued every half term and once a row is complete should be taken and passed to the relevant Head of Year. The Head of Year will set an appropriate sanction and issue a new PRIDE card. The PRIDE card can be used to record the following:

- Uniform – uniform infringement with no accompanying note;
- Punctuality – lateness to tutor time and lessons;
- Environment – littering and mistreatment of school grounds;
- Respect – poor language or behaviour outside of the classroom.

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/Head of Year promptly;
- Treat the School's staff, other students and their parents/carers with courtesy and respect at all times



5W – Classroom removal form

Please hand to teacher in removal room → please hand to HoD

Student Name	
Student Form	

Why was I sent out of the lesson	
Which aspect of PRIDE was I not meeting	
What could I have differently during the lesson to avoid this	
Who has been affected by my behaviour today	
What do I need to do to make the situation better	

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Appendix B

Room removal email template

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

Appendix C

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.

Compiled by : Mrs R. Clout & Miss E. Huet	ISSUE: 1
APPROVED BY: _____ Full Governing Body Date:	REVIEW DATE: JUNE 2022