



School Policies

Behaviour for Learning / Secondary School

Aims

Our behaviour policy helps us to create a caring, stimulating and secure environment in which staff and students can work and play safely, and which encourages the involvement of parents/carers in the development of their child.

The overall aim of this policy is to create a clearly structured set of guidelines encompassing our expectations in terms of behaviour that is accessible to everyone, including visitors to the school. Underpinning the policy is our philosophical view that behaviour needs to be managed positively, with the emphasis placed upon reward and general recognition of effort made. This, combined with a clear and fair system of sanctions for those who choose not to comply, forms the basis of this document.

Objectives

The five main objectives of this document are: -

- To promote a positive atmosphere with good relationships, discipline and good order, where learning comes first.
- To deliver a whole school approach and ensure a consistent application for the management of behaviour.
- To recognise, reward and celebrate good behaviour.
- To marginalise poor behaviour by celebrating good behaviour.
- To involve students, parents and staff in the creation and implementation of a consistent approach to the management of behaviour.

Responsibilities

Students, your responsibilities are:

In lessons:

- To respect everyone
- To enter quietly and on time
- To be organised and equipped for each lesson
- To listen to instructions and to start work when asked
- To meet all work deadlines
- To be responsible for using your diary effectively (e.g. recording homework, parental monitoring and signatures)
- To ensure mobile phones are switched off and placed in your bags at all times during the school day
- To stay on task and finish on time
- To complete all work to the best of your ability and always work hard.

In the School environment:

- To show courtesy and respect to everyone
- To move quietly and sensibly at all times, keeping to the right along corridors and stairs
- To adhere to the school uniform policy
- To ensure that litter is placed in the waste bins provided
- To ensure earphones are not worn anywhere



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In the community:

- To set a good example of behaviour when representing the school in the community (e.g. journey to and from school, school visits, public transport, extra – curricular activities)

'We are responsible for our own behaviour. We choose how to behave and how our behaviour impacts on others'.

As a member of staff, your professional responsibilities and duties are:

- To be fully acquainted with all school policies
- To be respectful and supportive of everyone
- To be responsible for ensuring punctuality and good attendance
- To be prepared to organise and enrich the quality of student learning
- To provide clear instructions and guidelines for students with regard to work and behaviour expectations
- To ensure that all students stay on task and are challenged appropriately in order for them to make appropriate progress.
- To set homework where appropriate and follow the school's homework timetable
- To be aware of individual learning needs (e.g. SEN/MAT)
- To contact parents when required and to respond as quickly as possible to parental communications [within 24 hours]
- To challenge all infringements of school policies and to follow through appropriately
- Record all sanctions and rewards on the school system
- To be fair and consistent in applying this policy

As a parent/carer/guardian, your responsibilities are:

- To ensure that your child is on time for school and attends regularly
- To ensure your child is fully equipped and prepared for each day in the appropriate full school uniform
- To ensure that your child's planner is checked and signed on a weekly basis and homework is monitored
- To contact the school with regards to your child's absences (e.g. via telephone and letter)
- To support the implementation of this policy and discuss behaviour with your child regularly

Climate for learning at IBSB

This policy is bound on the five Cs principle:

Choice: All members of our learning community are responsible for their actions and the choices that they make at school. We should act responsibly at all times and make sensible choices whenever possible.

Consequences: The choices that are made at our school will have consequences

Good Choices = Positive Behaviour = Rewards

Bad Choices = Unacceptable Behaviour = Sanctions

Certainty: It is the certainty that a sanction will occur, not the severity of the sanction that is key. Students need to understand the consequences of their actions and be aware that these will be followed through. To this extent, sanctions are non–negotiable.

Clarity: There are clear guidelines for implementing both rewards and sanctions

Consistency: Both rewards and sanctions will be implemented consistently and fairly



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4 IBSB Rules

- Follow staff instructions first time, every time!
- Keep hands, feet and objects to yourself
- Treat others and the environment with respect
- Take responsibility for your learning and respect others' right to learn

Praise and consequence systems at IBSB

1) Praise and rewards

<p>P1/2 – All staff</p> <ul style="list-style-type: none"> • Verbal praise • P1/P2 Staff award point logged on SchoolBase • Email sent home to parent <p>1/2 PRAISE points awarded</p>	<p>Examples of P1 PRAISE points:</p> <ul style="list-style-type: none"> • Excellent classwork • Outstanding homework • Outstanding effort in lessons • Always having the correct equipment • Demonstrating outstanding behaviour • Doing a good deed • Representing the school
<p>P3 – Subject Leader</p> <ul style="list-style-type: none"> • Verbal praise • P3 Subject award point logged on Schoolbase • Email sent home to parent <p>3 PRAISE points awarded</p>	<p>Examples of P3 PRAISE points:</p> <ul style="list-style-type: none"> • Consistently producing classwork and/or homework to an excellent standard • Consistent achievement in a subject area • Outstanding progress in a subject area
<p>P4 – Key Stage Coordinator</p> <ul style="list-style-type: none"> • Verbal praise • P4 House award point logged on Schoolbase • Email sent home <p>4 PRAISE points awarded</p>	<p>Examples of P4 PRAISE points:</p> <ul style="list-style-type: none"> • Outstanding effort in all lessons • Outstanding progress in all lessons • Outstanding achievement in all lessons • An excellent role model • Organising/raising money for charity
<p>P5 – Headteacher Award</p> <ul style="list-style-type: none"> • Verbal praise • P5 Headteacher point logged on Schoolbase • Email sent home <p>5 PRAISE points awarded</p>	<p>Examples of P5 PRAISE points:</p> <ul style="list-style-type: none"> • Demonstration of achievement both in and out of school • An excellent ambassador and fantastic role model to others.



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Praise points

Praise Points	Certificate
100 points	Tutor certificate No 1 100 point badge
200 points	Tutor certificate No 2 200 point badge
300 points	Tutor certificate No 3 300 point badge
400 points	Key Stage Coordinator certificate 400 point badge
500 points	Head of Secondary certificate Head of secondary badge
750 points	Deputy Head of School certificate Deputy Head of school badge
1000 points	Head of School certificate Head of School badge

The praise points would also be counted towards house points. 1 praise point = 1 house point. House points would then also be awarded for house activities.

2) Sanctions and consequences

Key Principles

'Behaviour for Learning' is about enabling pupils to manage their own behaviour effectively in order to learn, achieve and make a positive contribution to the wider college community. Sanctions and consequences have a part to play in reinforcing boundaries on what are expected standards of behaviour, however, if we are promoting a positive climate of reward then there should be an infrequent need to apply these for the majority of our students

Types of Sanctions and Consequences

IBSB has a range of consequences and sanctions that can be imposed according to individual situations which are as follows:

- Verbal reprimand
- Behaviour points recorded on Schoolbase
- Report systems
- Detentions
- Letters home
- Parental meetings
- Pastoral Support Programs
- Short term removal from lessons (with another member of the department or Senior Leadership)
- Fixed Term Exclusion
- Permanent Exclusion



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Escalation of Response: Chance, Choice, Consequence

All teachers at IBSB are required to adopt the '**Chance, Choice, Consequence**' system in order to manage behaviour of pupils in their classrooms. This system ensures consistency in how behaviour is managed across all faculties within the college. The Chance, Choice, Consequence system is outlined in Appendix A.

Any student who presents with abusive behaviour or present a danger to themselves or others must be escalated more quickly through the CCC system. In the event of such an incident the class teacher must use the "hot spot" system immediately, or summon help from any available staff in the vicinity and the student will be removed and the incident dealt with by the Key Stage Coordinators/Head of Secondary as appropriate.

Logging Behaviour Points on Schoolbase

All behaviour issues need to be logged on Schoolbase so that Form Tutors, Key Stage Co-ordinators and SLT are able to use this behaviour data to monitor standards within their area of responsibility. If a sanction is imposed because a student's behaviour falls below that expected (inside and outside the classroom) then staff must ensure that incidents are logged as soon as possible but within 24 hours.

Schoolbase Behaviour Reports

These will be generated every Friday and issued to SLT and Key Stage Coordinators. Relevant data will be sent to Form Tutors for action as required.

In response to the monitoring of Schoolbase behaviour data, pastoral staff must use the following responses in addition to any other sanctions that may have been put in place.

Number of Schoolbase behaviour points accrued	Minimum response	Responsibility
0	Praise letter to be sent home to parents (each half term)	Key Stage co-ordinator
5	Form tutor to email home using Schoolbase and raise concern.	Form tutor
10	Form tutor to place student on form tutor report card and email parents to confirm report through Schoolbase. To be monitored daily. Reviewed after 2 weeks. Student needs to be taken off report if improvement evident. If no improvement report to continue.	Form tutor
20	Form tutor to arrange parental meeting to discuss behaviour concerns. Parental meeting record to be completed and recorded on Schoolbase	Form tutor
30	Behaviour monitoring to move from Form Tutor to Key Stage Co-ordinator. Key Stage Co-ordinator to meet with student to discuss behaviour. One day internal suspension and meeting with parents.	Key Stage Coordinator
40	Key Stage Co-ordinator to place student on KSC report for 2 weeks. Parents emailed through Schoolbase to confirm that report has been issued. Monitored daily. Two week report. Reviewed after 2 weeks. Student needs to be taken off report if improvement evident. If no improvement report to continue.	Key Stage Coordinator
50	Key Stage Co-ordinator to arrange parental meeting to discuss behaviour concerns. Parental meeting record to be completed and recorded in Schoolbase.	Key Stage Coordinator



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60	Behaviour monitoring to move from Key Stage Co-ordinator to Head of Secondary. Head of Secondary to meet with student. Student to be internally suspended for 2 days. Parental meeting to confirm. Meeting log to be recorded on Schoolbase.	Head of Secondary
70	Head of Secondary and Key Stage Co-ordinator meet with parents to set up PSP (Pastoral Support Program). Clear targets for improvements to be agreed and appropriate timeframe.	Head of Secondary/Key Stage Co-ordinator
80+	When a student accrues more than 80 behaviour points the nature of the actions to be taken will be personalised to the individual student but will include some or all of the following responses: - Fixed Term Exclusion and reintegration meeting - Governor's Discipline Committee - Permanent Exclusion	Head of Secondary Head of School Executive Director

Each academic year the behaviour points should be refreshed and students should be given the opportunity to have a 'fresh start.' However, students who achieved more than 70 points in the previous academic year should not be allowed to misbehave in the same way the following year. The following responses will be put in place for these students:

Number of Schoolbase behaviour points accrued	Minimum response	Responsibility
5	Form tutor to email home using Schoolbase and raise concern.	Form tutor
10	Form tutor to place student on form tutor report card and email parents to confirm report through Schoolbase. To be monitored daily. Reviewed after 2 weeks. Student needs to be taken off report if improvement evident. If no improvement report to continue.	Form tutor
15	Behaviour monitoring to move from Form Tutor to Key Stage Co-ordinator. Key Stage Co-ordinator to meet with student to discuss behaviour. One day internal suspension and meeting with parents.	Key Stage Coordinator
20	Key Stage Co-ordinator to arrange parental meeting to discuss behaviour concerns. Parental meeting record to be completed and recorded in Schoolbase	Key Stage Coordinator
30	Behaviour monitoring to move from Key Stage Co-ordinator to Head of Secondary. Head of Secondary to meet with student. Student to be internally suspended for 2 days. Parental meeting to confirm. Meeting log to be recorded on Schoolbase.	Head of Secondary
40	Head of Secondary and Key Stage Co-ordinator meet with parents to set up PSP (Pastoral Support Program). Clear targets for improvements to be agreed and appropriate timeframe.	Head of Secondary/Key Stage Co-ordinator
50+	When a student accrues more than 80 behaviour points the nature of the actions to be taken will be personalised to the individual student but will include some or all of the following responses: - Fixed Term Exclusion and reintegration meeting - Governor's Discipline Committee - Permanent Exclusion	Head of Secondary Head of School Executive Director



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Detentions

IBSB implements a detention system as a response to a range of behaviour that falls below the expected standard. The IBSB system for detentions is detailed in Appendix C. The School will always inform parents of any detention that will take place through Schoolbase so that parents and the school can work together to support students in making positive choices about their future behaviour.

Pastoral Support Plans

A Pastoral Support Plan (PSP) is a strategy to support students who are experiencing difficulties in modifying their behaviour to the standard expected. A Pastoral Support Plan is drawn up during a meeting led by the Year Leader with the student, parent/s and Pastoral Co-ordinator. Clear targets for improvement will be agreed within an expected timeframe. The student will be monitored throughout the PSP timeframe and parents will be kept informed of the student's progress towards achieving their targets. The PSP document must be stored as a linked document in SIMs.

Academic Support Plans

Students may be placed upon an Academic Support Plan (ACP) based upon the results of a recent half-term/termly report to parents. A student will be issued with an ACP if there is a significant number of effort grades at C level or below. This will be monitored by the Key Stage Coordinator, who will also be responsible for initiating the process after analysing the report data. Parents must be contacted and a meeting held and recorded before the ACP can be issued.

Class teachers and form tutors may also request a round robin at any time if they have concerns regarding a student's progress. If after a round robin, an ACP is deemed appropriate, parents must be called in, as above, and a meeting held, before the ACP can be issued.

Round robins

These may be used to ascertain the progress that a student is making/the behaviour of a student prior to the issuing of an ACP. They will also be used when gathering further evidence prior to a parental meeting where the issuing of a behaviour monitoring report will take place

Severe poor behaviour

In incidences where behaviour is at a level where a student would need to be accelerated through the levels within this policy, the SLT of the school would make a decision as to the appropriate response based upon the evidence and behaviour that was exhibited. Examples of poor and severe poor behaviour can be found in Appendix D



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Appendix A

Chance, Choice, Consequence System

	Example of behaviour	Action to be taken	Responsibility
	The first sign a student is off task and is causing low level distraction/disruption	Teacher to give a look or gesture to clearly indicate to the student that they are aware of the student's off task behaviour.	Class teacher
C1 CHANCE	Student does not respond and continues to be off task or cause low level distraction/disruption.	<ul style="list-style-type: none"> Verbal reprimand and first formal warning given to the student. Teacher to make clear the expected required outcome from the student with immediate effect. Student's name to be noted by teacher. The teacher should avoid getting into any discussion with the student. A brief (but reasonable) interval of time should be given to allow the student to improve their behaviour. 	Class teacher
C2 CHOICE	Inappropriate behaviour continues despite the above steps.	<ul style="list-style-type: none"> Teacher to repeat the expected required outcome from the student. The student to be verbally warned that a sanction will be issued if the inappropriate behaviour continues. A further note made by teacher 	Class teacher
C3 CONSEQUENCE	Inappropriate behaviour continues despite the above steps.	<ul style="list-style-type: none"> Teacher informs the student that a sanction will be issued. Arrangements must be made by the class teacher to hold a detention as soon as possible. Behaviour incident must be recorded in Schoolbase with details of sanction issued. 	Class teacher
On Call or Exit	Inappropriate behaviour continues despite the above steps, OR there is a SERIOUS breach of the school discipline policy as	<ul style="list-style-type: none"> The class teacher emails the on-call teacher for the floor to request their presence to support. The student will exit the room to hot-spot classroom Where appropriate and when the class teacher is in agreement the student may return back into the lesson with an agreement to modify their behaviour to the expected standard. Alternatively the student will be exited from the classroom and be placed, with work, into the hot-spot classroom. Sanction from C3 above will still stand. If a pupil is exited this will be logged on Schoolbase by the teacher with details of the incident. Form tutor/Key Stage Coordinator to speak with student depending upon severity of incident. 	Class Teacher Key Stage Coordinator



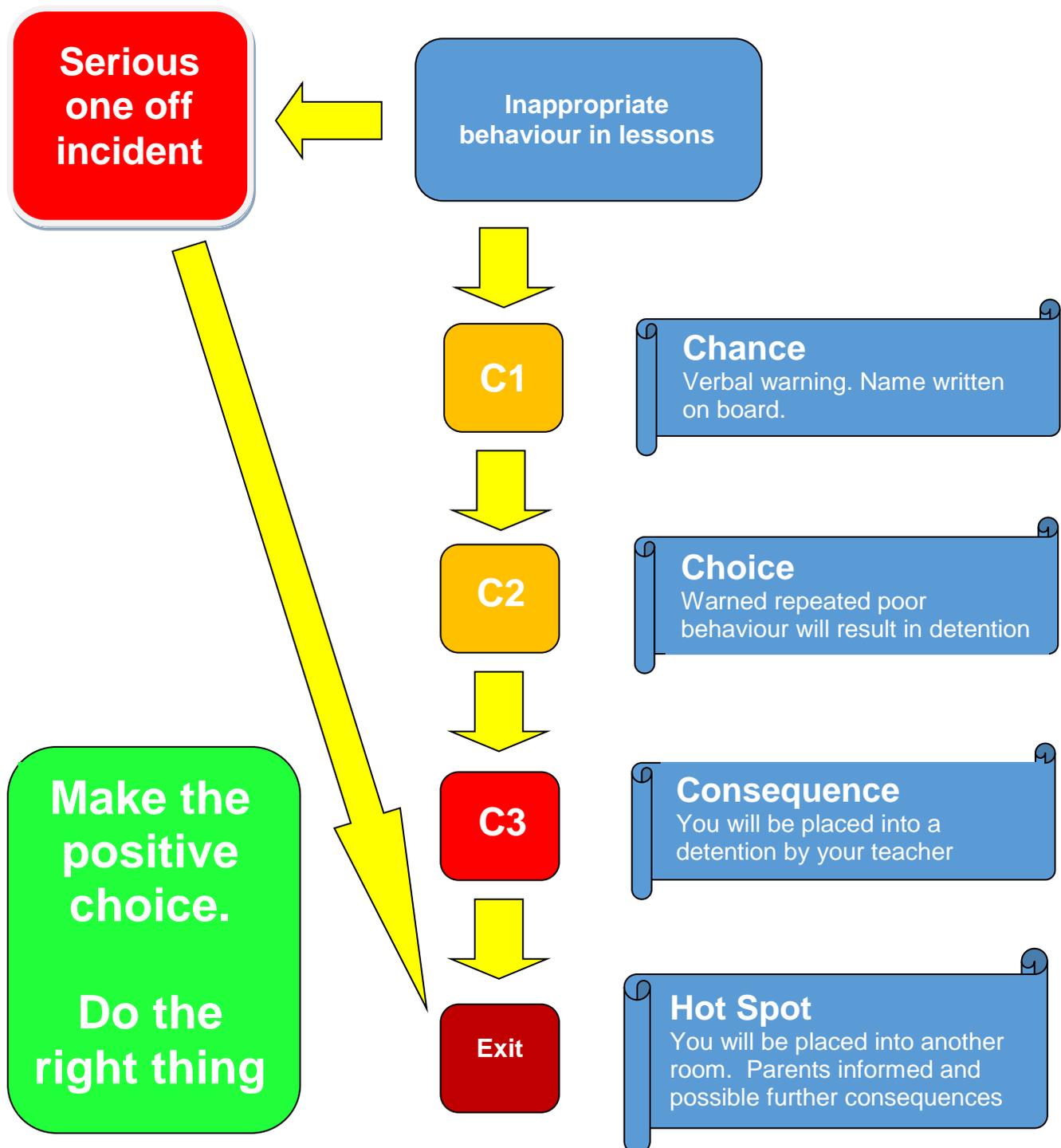
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It is vital that all classroom teachers interpret and implement the CCC system in ALL lessons consistently. This will ensure there is clarity of understanding amongst students about what is expected of them and how their behaviour will be managed across the school.



Behaviour for Learning

Chance, Choice and Consequence





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Appendix C

IBSB Detention System

Detention	Why	When	Who	Behaviour points
Class teacher or form tutor	Issued for reasons such as: <ul style="list-style-type: none"> no homework lack of effort / classwork chewing in class lack of equipment incorrect uniform being late to lesson/form time disruption in form time 	Break or lunchtime. Maximum 20 minutes.	Class teacher responsibility Must be recorded on Schoolbase and parents informed	1
C3	Escalation of response. Student has been through CCC system and sanction given.	Break or lunchtime Maximum 20 minutes.	Class teacher responsibility. Must be recorded on Schoolbase and parents informed	1
Departmental detention	Student fails to attend or absconds from C3 detention. Must be recorded on Schoolbase with appropriate evidence trail of previous sanctions by class teacher. Student involved in a more serious one off departmental based incident (needs Head of Secondary approval).	Tuesday and Thursday lunchtimes. Whole lunchtime and student eats during detention. Organised on rota amongst staff	Class teacher places student in detention via Schoolbase and informs parents	3
Pastoral detention	Issued for reasons such as: <ul style="list-style-type: none"> inappropriate behaviour at breaks and lunchtimes one off isolated incidents referred to Key Stage Co-ordinator repeated lateness to School and/or lessons internal truancy repeated uniform breaches general noncompliance dealt with by Key Stage Co-ordinator. 	Wednesday lunchtimes. Whole lunchtime and student eats during detention. KSC Co-ordinator leads on a rota basis	Key Stage Coordinator/SLT Parents informed via Schoolbase	3
Head of Secondary detention	Student refuses or absconds from departmental/pastoral detention. One off serious incidents as required. Persistent inappropriate behaviour across the curriculum.	Friday lunchtime. Whole lunchtime and student eats during detention. Led by Head of Secondary	Key Stage Coordinator/SLT Parents informed via Schoolbase	5



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Appendix D

Examples of behaviour that would be deemed as unacceptable

'Poor Behaviour' includes (N.B. This is not an exhaustive list but does cover the types of behaviour which are considered to be inappropriate.

- Repeated instances of low level misbehaviour in class, or around school
- Deliberate physical aggression
- Rough play, play fighting
- Intentional hurting of feelings
- Leaving school grounds without permission
- Intentional ignoring of staff instructions
- Use of bad language
- Intentional minor damage of property
- Theft of minor items
- Insolence, cheekiness, back answering
- Bullying (isolated incidences)
- Not doing homework
- Cheating in a test (more than one detention may be given depending on the test)
- Not wearing the correct school uniform

The school reserves the right to miss out any of the strategies mentioned in the policy if the poor behaviour is deemed severe (severity differs from one circumstance to another). This will result in moving to an appropriate consequence within the behaviour policy

Possible 'Severe Poor Behaviour' may include:

- Smoking on campus
- Drinking alcohol on campus
- Gambling on campus
- Verbal abuse of a teacher
- Serious fights where a person is seriously injured
- Severe theft or the destruction of other people's property (including the schools)
- Possession or use of a potentially dangerous weapon such as a sharp knife
- Any wilful behaviour that is deemed to place or to have potentially placed the health of others in jeopardy
- Deliberate, intentional significant damage to property
- Any situation that is deemed potentially harmful to the reputation of the school
- Drug use or the selling of drugs
- Physical aggression toward a member of staff
- Extreme verbal abuse or physical violence toward a student
- Sexual misconduct including sex with consent on school grounds

Again, this list is not exhaustive, but does cover the types of behaviour which are considered to be inappropriate.

For any of these Severe Poor Behaviours, students would be automatically either internally excluded, or externally excluded after a review of the evidence.