Secondary School Behaviour for Learning Policy

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, ensuring a consistent application of behaviour management
- 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

Student responsibilities:

In lessons (including online lessons which are in *italics*)
- 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 handed into form tutors at the start of the day
- To stay on task and finish on time
- To complete all work to the best of your ability and always work hard.
- *To keep the camera on during the lesson*
- *To ensure that the chat function in Google Meet is used appropriately*

In school:
- 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/ dress code
- To ensure that litter is placed in the waste bins provided
- To ensure earphones are not worn anywhere

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 each responsible for our behaviour, choosing how to behave knowing our behaviour impacts on others.

Staff responsibilities:
- 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 48 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

Parent/carer/guardian responsibilities:
- To ensure that your child is on time for school and attends regularly
- To ensure your child adheres to the school uniform/dress code
- To ensure your child is fully equipped and prepared for each day
- To ensure that your child's planner is checked and signed on a weekly basis (Key Stage 3 & 4) 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

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

Online learning behaviour

During times where pupils are required to learn online, the normal responsibilities, rules, and approaches still apply, including the use of behaviour points and praise points; although some of the sanctions will not be able to be applied in practice. In addition to these responsibilities, some additional ones have been added to the list for students, teachers, and parents that have been highlighted

Praise and consequence systems at IBSB

1) Praise and rewards

P1/2 – All staff - Verbal praise - P1/P2 Staff award point logged on SchoolBase - Email sent home to parent **1/2 PRAISE points awarded**	**Examples of P1 PRAISE points:** - Excellent classwork - Outstanding homework - Outstanding effort in lessons - Always having the correct equipment - Demonstrating outstanding behaviour - Doing a good deed - Representing the school
P3 – Subject Leader - Verbal praise - P3 Subject award point logged on Schoolbase - Email sent home to parent **3 PRAISE points awarded**	**Examples of P3 PRAISE points:** - Consistently producing classwork and/or homework to an excellent standard - Consistent achievement in a subject area - Outstanding progress in a subject area
P4 – Key Stage Coordinator - Verbal praise - P4 House award point logged on Schoolbase - Email sent home **4 PRAISE points awarded**	**Examples of P4 PRAISE points:** - Outstanding effort in all lessons - Outstanding progress in all lessons - Outstanding achievement in all lessons - An excellent role model - Organising/raising money for charity
P5 – Head Teacher Award - Verbal praise - P5 Head Teacher point logged on Schoolbase - Email sent home **5 PRAISE points awarded**	**Examples of P5 PRAISE points:** - Demonstration of achievement both in and out of school - An excellent ambassador and fantastic role model to others.

Praise points

Praise Points	Certificate
50 points	Tutor Certificate No 1 100 point Badge
100 points	Tutor Certificate No 2 200 point Badge
150 points	Tutor Certificate No 3 300 point badge
200 points	Key Stage Coordinator Certificate 400 point Badge
250 points	Head of Secondary Certificate Head of Secondary badge
300 points	Deputy Head of School Certificate Deputy Head of School Badge
400 points	Head of School Certificate Head of School Badge

Praise points will also be counted towards House Points. 1 praise point = 1 house point.

House points will 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 relating to 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

Escalation of Response: Chance, Choice, Consequence

All teachers at IBSB are required to adopt the '**Chance, Choice, Consequence**' system in order to the 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 abusive behaviour or is 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 Key Stage Coordinators and the Head of Secondary. Relevant data will then be sent to Form Tutors for action as required.

In response to the monitoring of Schoolbase behaviour data, Pastoral Care 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

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

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 the Pastoral Care 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 Schoolbase.

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

Related Policies
WS Exclusion Policy