

Secondary School Behaviour for Learning Policy

Aims

Our 'Behaviour for Learning Policy' is intended to help us to create a caring, stimulating, and secure environment in which our staff and students can work and learn in a safe and secure environment, which encourages the active involvement of parents/carers in the development of their children.

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 belief that behaviour is best 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 orderly atmosphere which fosters healthy relationships and instils discipline and self-regulation, and where learning comes first
- To deliver a whole school approach, ensuring 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 when learning online*
- *To ensure that the chat function in Google Meet is used appropriately when learning online*

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/headphones are not worn
- To maintain an attendance level of 85% or above (medical absences are exempt)

In the wider community:

- To be a positive ambassador of the school, choosing to behave appropriately, knowing that our behaviour in public impacts on the reputation of the school.
- 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)

Staff responsibilities:

- To be fully acquainted with all school policies
- To be respectful and supportive of everyone
- To role model 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 in keeping with the school's homework timetable
- To be aware of individual learning needs (e.g. SEN/MAT)
- To contact parents when required and to respond in a timely manner to parental communication [within 48 school hours]
- To challenge all infringements of school policies and to follow through appropriately
- Record all sanctions and rewards on the school MIS
- To be fair and consistent in applying this policy

Parent/guardian responsibilities:

- To ensure that your children arrive at school by 8:30 am each day
- To ensure your children maintain a minimum of 85% attendance (medical absences exempt)
- To ensure your child adheres to the school uniform/dress code as detailed in the uniform policy.
- To ensure your child is properly 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 through signing up for Google Classroom updates.
- To contact the school in regard to your children's absences via email to the IBSB Reception Desk
- To support the implementation of this Behaviour for Learning Policy and to discuss behaviour with your child on a regular basis

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 Important IBSB Rules

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

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

As an HPL World Class School, praise of students exhibiting examples of excellent learning behaviour is important. Praise points should be used to reinforce student awareness of the way great learners behave (VAAs) and think (ACPs), to support future student success.

Praise points should be awarded using the following criteria (*P1/P2 should be awarded far more often than P5*):

<p>P1 or P2</p> <ul style="list-style-type: none"> • Verbal praise • P1/P2 praise points logged on MIS • 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 demonstrating use of ACP/VAA • Outstanding homework demonstrating use of ACP/VAA • Outstanding effort in lessons • Always having the correct equipment • Demonstrating outstanding behaviour • Doing a good deed • Representing the school
<p>P3</p> <ul style="list-style-type: none"> • Verbal praise • P3 praise points logged on MIS • 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 demonstrating use of ACP/VAA • Consistent achievement in a subject area • Outstanding progress in a subject area
<p>P4</p> <ul style="list-style-type: none"> • Verbal praise • P4 praise points logged on MIS • 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 over time • Outstanding progress in all lessons over time • Outstanding achievement in all lessons over time • An excellent role model • Organising/raising money for charity

<p>P5</p> <ul style="list-style-type: none"> • Verbal praise • P5 praise points logged on MIS • 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.
---	---

Praise points should be recorded on SchoolBase using the daybook. P1 – P5 should be selected accordingly, and in the note section, the reason for the award should be recorded, including which of the ACP or VAA the points have been given for, as appropriate. This can then be emailed home to the parent/guardian

Praise points

Praise Points	Certificate
50 points	Tutor Certificate No 1
100 points	Tutor Certificate No 2
150 points	Pupil progress lead Certificate (KSC)
200 points	Head of Secondary Certificate Head of Secondary badge (silver)
300 points	Head of School Certificate Head of School Badge (Gold)

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 applied according to the context:

- Verbal reprimand/warning
- Detentions recorded on SchoolBase
- Detentions
- Letters home
- Parental meetings
- Pastoral Support Programs/Report cards
- Short term removal from lessons/hotspotting (with another member of the department/teacher)
- Internal Suspension

- External Suspension
- Permanent Exclusion (as a final measure)

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 abusive behaviour or is a danger to themselves or others will be escalated more quickly through the CCC system. In the event of such an incident, the class teacher may use the "hot spot" system immediately, if appropriate, or summon help from an available teacher to remove the student to be dealt with by the Deputy Head of Secondary/Head of Secondary, as appropriate.

Logging detentions on the MIS

All behaviour issues need to be logged in the MIS so that Form Tutors, Progress leads 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 the detention is logged as soon as possible but within 24 hours.

The student given the detention should be aware of why they have received the detention, and parents should also be informed by email, using the MIS to do so.

MIS Behaviour Reports

These will be generated each week prior to Tuesday and Thursday lunchtime detentions by a member of the pastoral team. Form tutors are responsible, alongside the Deputy Head Pastoral, and in their absence, the Pupil Progress Leads, for tracking the number of detentions received and taking the appropriate action.

Number of detentions	Minimum response	Responsibility
0	Praise letter to be sent home to parents (each half term)	Form tutor/ Deputy Head of Secondary
5	Form tutor to arrange parental meeting to discuss behaviour/academic concerns. Parental meeting record to be completed and sent to parents to sign.	Form tutor
10	Pupil receives 1 day internal suspension Form tutor to place student on form tutor report card and meet with parents to confirm report through the MIS. To be monitored daily. Reviewed after 2 weeks. Student to be taken off report if targets are met. Failure to meet targets will result in the report period being extended.	Form tutor
15	Deputy Head of Secondary (Pupil Progress Lead in their absence) to arrange parental meeting to discuss behaviour/academic concerns. Parental meeting record to be completed and sent to parents to sign.	Deputy Head of Secondary Pastoral
20	Pupil receives second 1 day internal suspension Deputy Head of Secondary to place student on DHOSec report for 2 weeks, and if no improvement is noticeable, report continues.	Deputy Head of Secondary

	Behaviour monitoring to move from Form Tutor to deputy head of secondary. Deputy Head of Secondary to meet with student to discuss behaviour/academics, and also to meet with parents.	
25	Head of Secondary to arrange parental meeting to discuss behaviour/academic concerns. Parental meeting record to be completed and sent to parents to sign.	Head of Secondary/ Deputy Head of Secondary
30	1 day external suspension Head of Secondary to place student on HOsec report for 2 weeks. If targets are not met, report period to be extended. Behaviour monitoring to move from Deputy Head of Secondary to Head of Secondary. Head of Secondary to meet with student to discuss behaviour/academics, and also to meet with parents.	Head of Secondary
35	Head of School to arrange parental meeting to discuss behaviour/academic concerns. Parental meeting record to be completed and sent to parents to sign.	Head of School
40	A second 1-3 day external suspension Parents and student to be informed that re-enrolment for the following year will not take place. Student to be monitored for remainder of academic year by being on report directly to the Head of School, with regular meetings between Head of School, student and parents.	Head of School/Head of Secondary/ Deputy Head of Secondary
45	Permanent Exclusion Parents and student to be informed that enrolment will be cancelled.	Head of School/Head of Secondary/

When a student receives an internal suspension, the school reserves the right to advise parents that their child will not be re-enrolled, based upon the nature of the reasons why detentions are given, or whether there is a clear improvement in behaviour for learning with agreed targets met.

Each academic year, students should be given the opportunity to have a 'fresh start.' However, students who achieved more than 30 detentions in the previous academic year, and who remain at IBSB will be monitored in Term 1 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 detentions	Minimum response	Responsibility
5	Form tutor to arrange parental meeting to discuss behaviour/academic concerns. Parental meeting record to be completed and sent to parents to sign.	Deputy Head of Secondary/Pupil Progress Lead
10	Form tutor to place student on form tutor report card and meet with parents to confirm report through the MIS. To be monitored daily. Reviewed after 2 weeks. Student to be taken off report if targets are met. Failure to meet targets will result in the student being permanently excluded.	Head of Secondary/ Deputy Head of Secondary
20	Permanent Exclusion Parents and student to be informed that enrolment will be cancelled.	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.

Behaviour Report Card

A Behaviour Report Card is a strategy to support students who are experiencing difficulties in modifying their behaviour to meet the expected standard. A Behaviour Report Card will be created during a meeting led by the form tutor with the student and parents. Clear targets for improvement will be agreed within an expected timeframe. The student will be monitored throughout the report card timeframe and parents will be kept informed of the student's progress towards achieving their targets. The report card document must be stored as a linked document in SchoolBase. If further issues arise, report cards are then issued by Deputy Head of Secondary, then Head of Secondary, and finally Head of School, as a student moves up the ladder of consequence.

Academic Support Plans

Students may be placed upon an Academic Support Plan (ASP) based upon the results of a recent half-term/termly report to parents. A student will be issued with an ASP if there is a significant number of effort grades at C level or below, or if attainment grades are below minimum expected grades. This will be monitored by the pupil progress lead, 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 ASP 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 ASP is deemed appropriate, parents must be called in, as above, and a meeting held, before the ASP 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 ASP. 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 will convene to make a decision as to the appropriate response based upon the evidence and behaviour exhibited. Examples of poor and severe poor behaviour can be found in **Appendix D**.

Fixed Term Exclusion

Individual exclusions will be for the shortest time necessary, because any exclusion makes it difficult for the child to reintegrate into the school.

The reasons for fixed term exclusion are:

- to make it clear to the child that a particular behaviour is unacceptable, because it affects not only the right of others to a safe and secure environment, but also interferes with the opportunities for learning

- to support school discipline and to act as a clear statement to all children that certain behaviour is unacceptable
- to ensure that parents/carers know of the behaviour and are involved in controlling it.

In all cases where a child is excluded for 1 to 5 days, the school will take reasonable steps to set and mark work that is accessible and achievable outside of school.

Only in the most exceptional circumstances severe poor behaviour will the Headteacher exclude a child for a first or one-off offence. Such exceptional circumstances are listed below in Appendix D.

Permanent Exclusion

The decision to exclude a child will only be taken in the following circumstances:

- in response to a serious breach of the school's Behaviour for Learning Policy, and/or
- if allowing the child to remain in school would adversely affect the education or welfare of other persons or the student in question, and/or
- if allowing the child to remain in school might adversely damage the reputation of the school.

A permanent exclusion may be given for a first / single offence, for example in the event of serious, actual, or threatened violence, using or selling illegal substances, and posting information online that brings the school's reputation into disrepute.

For more detailed information on the policy and procedures relating to permanent exclusions, please refer to the Whole School Exclusion Policy.

Related Policies

WS Exclusion Policy

WS Admissions and Re-registration Policy

Document Control		
Draft Issued	August 2022	
Author	Matthew Tansley	
Draft Approval	Matthew Tansley	Matthew Tansley
Signed off by	SLT	
Review Date	2025	
Review cycle	3 years	

Appendix A

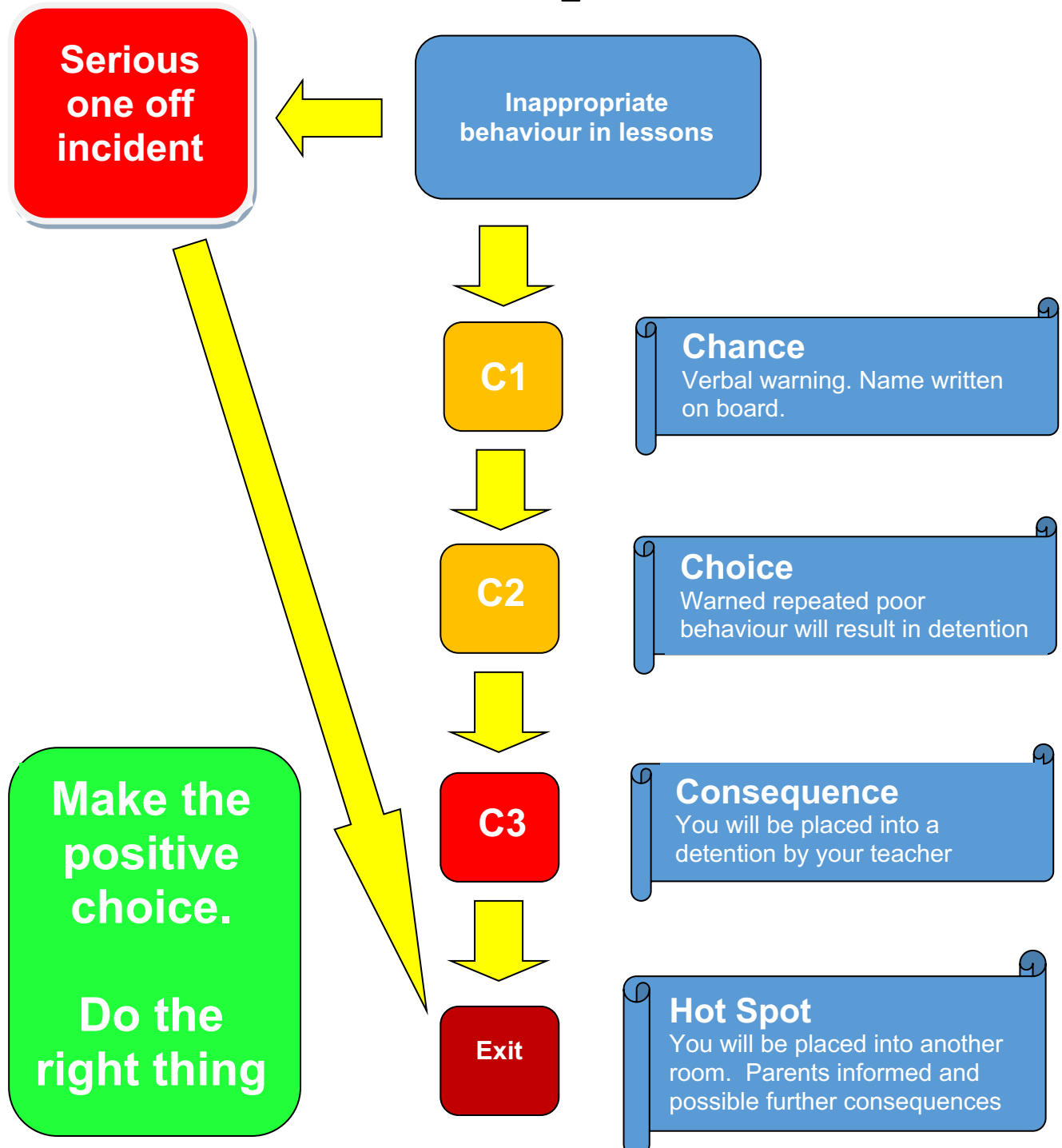
Chance, Choice, Consequence System

	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 SLT

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.

Appendix B

Behaviour for Learning Chance, Choice and Consequence



Appendix C

IBSB Detention System

Detention	Why	When	Who
Academic Detention	Issued for reasons such as: <ul style="list-style-type: none">• no homework• lack of effort in classwork	Tuesday or Thursday lunchtime. Maximum 25 minutes.	Taken by duty teacher Must be recorded on SchoolBase and parents informed
Behavioural Detention	Issued for reasons such as: <ul style="list-style-type: none">• chewing in class• lack of equipment• incorrect uniform• being late to lesson/form time• disruption in form time• inappropriate behaviour at breaks and lunchtimes• internal truancy• Any behaviour that is deemed as unacceptable and does not meet the core values of IBSB	Tuesday or Thursday lunchtime. Maximum 25 minutes.	Class teacher responsibility. Must be recorded on SchoolBase and parents informed

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
- Persistent Racist comments
- Persistent bullying

Again, this list is not exhaustive, but does cover the types of behaviour which are considered to be inappropriate. For any of these Severe forms of Poor Behaviour, students would be automatically either be internally excluded, or externally excluded after a review of the evidence. In some cases, permanent exclusion may occur. Please refer to the WS Exclusion Policy for further details.