



Bradfield School

Behaviour policy and procedures

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Author (name & job title):		Mrs D Banks Deputy Head Teacher	
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1. Ethos of the school

Bradfield School is a learning community where we want everyone to thrive. We aim to enable every individual to find meaning in their life, to pursue happiness and to help others do the same. Academic success for students of all abilities is a vital part of this; we recognise that academic success opens doors in the future and can continue to provide opportunities for a lifetime. As well as academic achievement, we aim to value any other type of achievement and support our students to become well-rounded members of the wider community. Above all, we want every member of the Bradfield School learning community to feel happy, safe and valued as an individual as well as to be challenged and supported to their full potential.

2. Behaviour statements

At Bradfield School:

- we all strive to achieve our potential as part of a community committed to education and a good life for all;
- we remember there are others and seek to show empathy;
- we respect each other's personal space;
- we welcome and celebrate difference, whether this is gender, race, class, sexuality, age or creed;
- we challenge prejudice, inequality of opportunity and ignorance;
- we respect the school surroundings as a place of learning that belongs to everyone
- we recognise that our actions have consequences and we take responsibility for them;
- we question constructively;
- we speak to and about each other respectfully.

3. Key Principles

- All students have a right to uninterrupted learning in the classroom.
- All students have a right to be safe and secure in school.
- A rewards system should be the key driver to create the right climate for learning in the classroom.
- A behaviour system should seek to change undesirable learning and social behaviours through a mix of rewards, deterrents, sanctions and preventative interventions.
- As a school we aim for equity in our use of rewards and sanctions.

- The language of rewards and sanctions should be linked to the learning behaviours of successful students, to safety and respect.
- Both rewards and sanction systems should be simple and quick for staff to use, and staff, students and parents to understand.
- Both rewards and sanctions systems should be monitored to ensure staff consistency of use for the fair experience of students at school, and to identify where staff may need or welcome support from pastoral / subject leaders.
- Rewards should:
 - have immediacy (such as praise in the classroom)
 - be linked to successful learning behaviours
 - be used to motivate students to develop and maintain successful learning behaviours
- Sanctions should:
 - have immediacy (such as confiscation, removal from lesson)
 - take into account any additional needs of a student, whilst still enforcing agreed boundaries
 - where undesirable behaviours are repeated, systems should lead to investigation of removal of barriers and therefore excuses
 - increase if behaviours continue to be repeated
 - be communicated clearly to parents, and involve parents and carers where appropriate
 - allow flexibility and professional judgement to use same day sanctions for a minority of persistent repeat offenders

4. Expectations and responsibilities

- i. Classroom staff are expected to:
 - a. understand the behaviour systems and apply fairly;
 - b. undertake regular classroom and behaviour management CPD regularly, reviewing their own practice, in line with CPD offer for each year;
 - c. liaise with relevant middle and senior leaders, through the line management systems in school, to seek support and guidance where needed.
- ii. Students are expected to:
 - a. understand the behaviour systems and comply;
 - b. work with staff to ensure their own behaviours are consistent with those of a safe, successful learner.
- iii. Middle leaders are expected to:
 - a. understand the behaviour systems, applying them fairly in their own practice, acting as a role model for others;

- b. understand the behaviour systems and ensure staff they line manage apply fairly using data supplied from Go4Schools;
 - c. give support and guidance to staff as needed.
- iv. Senior leaders are expected to:
 - a. understand the behaviour systems, applying them fairly in their own practice, acting as a role model for others;
 - b. ensure that staff, students and parents / carers understand the behaviour policy and procedures, through clear and regular communication through assemblies, policies clearly advertised and published on the website
 - c. ensure that the behaviour policy procedures are applied fairly and consistently across the school;
 - d. review the efficacy of behaviour systems within the school at least once a year;
 - e. supply the governing body with regular reports, at least twice yearly, on the use of rewards and sanctions within the school.
- v. Parents and carers are expected to:
 - a. familiarise themselves with the behaviour policy and procedures;
 - b. support the school in working with students to bring about the successful learning behaviours of safe, successful students, through the consistent application of the rewards and sanctions available to the school, as approved by the governing body.
- vi. Governors are expected to:
 - a. understand the behaviour policy and procedures within school;
 - b. hold senior leaders to account for the fair application of the behaviour policy and procedures within school;
 - c. review reports provided by senior leaders at least twice yearly focusing on the efficacy and equity of the behaviour policy and procedures within school;
 - d. regularly review the behaviour policy and procedures within school on within the wider review schedule of all school policies.

5. Behaviour procedures

i. Rewards

Staff will seek to reward students for demonstrating active learning behaviours that successful students exhibit, linked to the Bradfield Ethos Behaviour Statements and the drive to be active rather than passive learners in the classroom.

Teaching staff are expected to:

- a. give a 'Thrive Card' to at least one student every lesson, with a clear reason given to the student, and wider class if appropriate, and logged on Go 4 Schools, leading to 2 house points;
- b. make a positive phone call home to one student of their choice each week, and logged on Go 4 Schools, leading to 2 house points;
- c. seek to make clear to students the learning behaviours that may be rewarded with a house point in the lesson;
- d. aim to use rewards more than sanctions where possible to help establish the right climate for learning in the classroom;
- e. as form tutors, award 'Book in a Bag' house point for bring a reading book to school as required.

ii. Half termly rewards will be awarded in assemblies for:

- a. Students receiving the highest and set numbers of house points in the year group over the half term, so that both the most outstanding and the 'good enough' students are acknowledged
- b. 100% attendance for the half term
- c. 96% attendance for the half term

iii. Sanctions

Staff will seek to use sanctions to change undesirable learning and social behaviours to ensure that all students have a right to uninterrupted learning in the classroom, and to be safe and secure at school.

Teaching staff are expected to:

- a. use Chance, Warning, Action in the classroom, giving students clear direction as to the change to behaviour needed at 'Chance' and 'Warning' to be successful in the classroom, and appropriate time to undertake this change;
- b. consider any additional needs the student may have when using Chance, Warning and Action;
- c. record Warning and Action on Go 4 Schools, leading to 1 behaviour point;
- d. record a behaviour point on Go 4 Schools for unsafe out of lesson behaviour seen after giving students clear direction on the change to behaviour needed.

iv. Key sanctions and consequences

	Sanction	Consequence
Mainly in class behaviour	Use of 'Chance' in the classroom	<ul style="list-style-type: none"> No consequence if student responds positively and changes behaviour as required Moving onto 'Warning' if no improvement
	Use of 'Warning' in the classroom	<ul style="list-style-type: none"> Recorded on Go 4 Schools and 1 behaviour point received. Pastoral leaders will review the accumulation of warnings over time and consider appropriate intervention. Subject leaders will also do this should the issue be primarily in their subject alone (up to two subjects).
	Use of 'Action' in the classroom	<ul style="list-style-type: none"> Recorded on Go 4 Schools and 1 behaviour point received. Student sent to isolation room. Automatic email sent to isolation room to alert staff to expect student. Pastoral leader / Pupil Support Officer to see student after every Action. Three Actions in a week leads to Head's after school 60 minute detention. Pastoral leaders will review the accumulation of Actions over time and consider appropriate intervention. Subject leaders will also do this should the issue be primarily in their subject alone (up to two subjects).
	Equipment	<ul style="list-style-type: none"> Staff to record Failure to bring Equipment on Go4Schools. No behaviour point, but Pupil Support Officer to respond to repeated failures, contacting home in the first instance, and detaining at break times where needed.
	Toilet	<ul style="list-style-type: none"> Staff to record permission given to go to the toilet in the lesson. No behaviour point. Whilst, for the majority of students, toilet use is not an issue, this will allow Pupil Support Officers to track any student who, without a medical reason, use the toilet in lessons more than could be expected, and consider appropriate intervention.
	Late to lesson	<ul style="list-style-type: none"> Staff to record minutes late to all lessons periods 1 – 6 on Go4Schools register. Pupil Support Officers to review weekly and detain 'minutes owed' over Monday – Thursday breaktimes the following week, recording on Go 4 Schools. Late reports may be used to target punctuality.
	Homework	<ul style="list-style-type: none"> See separate Homework Policy Staff to record missed homework on Go 4 Schools. 5 missed homeworks in a half term leads to letter sent home.

		<ul style="list-style-type: none"> • 10 missed homeworks in a half term, letter sent home and meeting in school arranged between Head of Year and parent / carer to action plan, looking at ways to remove any real barriers to homework completion, and building in an agreed review period before a subsequent review meeting. • After the review meeting, the Head of Year may introduce punitive measures for persistent non-completion of homework, such as mandatory attendance at homework support sessions, Head's detention, loss of social time to complete homework. • Where there is a homework concern in only one or two subjects, Head of Subject may conduct or be involved in the meeting and action planning.
Mainly out of class behaviours	Mobile phone misuse	<ul style="list-style-type: none"> • Phone confiscated and collected from reception at end of day. No behaviour point but recorded on Go 4 Schools. • A second mobile phone misuse – Pupil Support Officer to contact home and phone stays confiscated until collected by adult from home.
	Out of lesson behaviour point	<ul style="list-style-type: none"> • Recorded on Go 4 Schools and 1 behaviour point received. • Three out of lesson behaviour points in a week leads to Head's after school 60 minute detention. • Pastoral leaders will review the accumulation of out of lesson behaviour points over time and consider appropriate intervention.
	Incorrect uniform	<ul style="list-style-type: none"> • Where incorrect uniform is in addition to normal uniform – e.g. a hoodie – this is confiscated and collected from reception at end of day. No behaviour point but recorded on Go 4 Schools. • A second instance of this – Pupil Support Officer to contact home and item stays confiscated until collected by adult from home. • Where student has a note from home for incorrect uniform, Pupil Support Officer to issue time bound uniform permit, after discussion with home. • Where student has no note for incorrect uniform, student is expected to wear clean, borrowed uniform. • Refusal to wear clean, borrowed uniform will result in student being isolated until agrees to wear borrowed uniform or until parent / carer can bring correct uniform to school – whichever comes first. Pupil Support Officer to contact home.
	Truancy	<ul style="list-style-type: none"> • Where students truant lessons, they will receive a behaviour point and a 60 minute Head's detention • Pastoral leaders will consider appropriate intervention for persistent truancy, such as attendance report, and removal of social time.
	Bullying	<ul style="list-style-type: none"> • See separate Anti-Bullying Policy and Procedures •
	Smoking and vaping	<ul style="list-style-type: none"> • See separate Non -Smoking Policy and Procedures

6. Use of isolation or exclusion

- i. Behaviours such as those detailed below are always likely to result in fixed term internal isolation or fixed term exclusion at the Head's discretion, and may result in a permanent exclusion or managed move being imposed, at the Head's discretion. Please note this is not an exhaustive list.
 - a. physical attack on another student
 - b. physical attack on an adult working in the school
 - c. direct verbal aggression towards an adult working on school premises
 - d. proven racist attack or homophobic– verbal or physical – towards any member of the school community
 - e. persistent bullying
 - f. repeated defiance over time in not complying with school rules
 - g. carrying items that could be used as a weapon
 - h. bringing drugs or alcohol to school, or coming to school under the effect of these
 - i. serious misconduct using social media or other technology
- ii. Various context will be taken into consideration when considering whether to internally isolate or exclude for a fixed period of time, or to permanently exclude or impose a managed move, such as, but not limited to:
 - the student's previous record
 - the severity of the incident
 - the context in which the incident occurred
 - any additional need of the student
 - previous support offered by the school
- iii. Parents and carers will be informed of any fixed term use of isolation or exclusions by the Head of Year, Pupils Support Officer, Inclusion Manager or Head of Inclusion, or member of the Senior Leadership Team.
- iv. Parents and carers will be required to attend a reintegration meeting following all fixed term exclusion, with their child, and a member of the Senior Leadership Team, where a behaviour contract will be agreed and reviewed.