



Positive Behaviour Procedures (Secondary)

September 2018

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1. Culture for Learning- Golden Rules

Rule 1 – Plan, Plan, Plan

- Engaging and differentiated lessons are essential for every lesson to develop a good culture for learning
- Seating plans are your best friend – sit students where you feel they will work best, not where they want to be

Rule 2 - Praise, Praise, Praise

- Always greet positively, start afresh - do not bring up past problems.
- Focus on those doing the right thing – if you issue an instruction, always praise people who are complying, eg. “Fantastic, 6 ideas already from Charlie.”
- Give out praise within the first 4 minutes; link to Reward points
- Try to praise every student, every day

Rule 3 – Praise rather than reprimand

- If some students lose focus, praise those working first before tackling the poor behaviours
- Check your balance of positives to negatives – minimum of 3 positives to each negative, but ideally 6 or more
- Catch a challenging student doing something good and praise them for it
- If you find yourself getting frustrated, take a deep breath, smile and find someone to praise

Rule 4 - Employ non-verbal techniques before reprimanding

- Pause, eye contact, continue
- Ignore if the behaviour will stop quickly
- Physical presence – move closer to the individual
- Gently tap on a student’s desk – do not look at them
- Fingers to the lips
- After giving instructions, try standing at the back of the classroom so the students cannot see you so you can ensure they are all on task.

Rule 5 – Get your routines right

- Use 3210 to give students a few moments to finish what they are doing and then comply with a new instruction
- Give time - "I'll be over to check your learning in a few minutes"
- "Laura, I'm looking forward to you explaining to me what you've learned in a few minutes' time"
- Partial agreement **Yes...and...** – “Yes you may have only spoken once and now I want you focussed on the work”
- Defer – “we can discuss this after the lesson”, or “write it down, we’ll discuss it later”
- **When, then** – “when you have finished your learning, then we can talk about that”

Rule 6 – Focus on the behaviour not the person

- **Describe** the negative behaviour the student is exhibiting “John, you are talking while I am talking which is disrupting the lesson. This is your rule reminder, we do not talk when I am talking”
- **Never** describe the child as being that behaviour: “John, you are disruptive and therefore I am giving you a rule reminder”
- Never bring up comparisons to siblings.

- **Be consistent in all reprimands** – if you pick up one student for this, you pick up all of them

Rule 7 – Issue sanctions calmly and without emotion

- Students will feed off your emotional state and if you issue a Rule Reminder or Warning with anger, it may generate anger in the student
- Accept the fact that students will make mistakes and we are the adults. We need to teach them by modelling appropriate responses and behaviour how to resolve situations in a calm manner.

Rule 8 - Never, ever engage in an argument

- Students occasionally challenge your decision to issue sanctions. Never engage in this argument. Do one of the following:
- Ignore their challenge and carry on teaching
- Issue a Warning for their decision to challenge you in the class, which is the wrong time and place.
- Remind students that if they wish to question a decision, the time is at the end of the lesson or after school.

Rule 9 – Never allow the learning of the many to suffer at the hands of the few

- Once you have got the stage where you have attempted all the strategies and issued the rule reminder and the warning, remove the student. Do not waste more students' time.
- Be calm, but firm and again never make it a confrontation. They have chosen this, you are merely enforcing it.

Rule 10 – Reflect after each lesson and ask for support

- We all have challenging classes or individuals. Reflect, ask others for advice and keep looking for other solutions.

Summary:

Rule 1	Plan, Plan, Plan
Rule 2	Praise, Praise, Praise
Rule 3	Praise rather than reprimand
Rule 4	Employ non-verbal techniques before reprimanding
Rule 5	Get your routines right
Rule 6	Focus on the behaviour not the person
Rule 7	Issue sanctions calmly and without emotion
Rule 8	Never, ever engage in an argument
Rule 9	Never allow the learning of the many to suffer at the hands of the few
Rule 10	Reflect after each lesson and ask for support

2. Our Expectations

We have the following expectations for all our secondary students:

- To arrive on time for your lessons
- To listen carefully to your teachers' or other adult's instructions without interrupting
- To complete all work and homework punctually
- To wear your uniform correctly in lessons, around school, to and from school
- To respect other students' right to learn through good behaviour
- To use appropriate language in lessons and around the school site
- Talk to all adults and all students appropriately
- No use mobile phones or other electronic devices during the school day; this includes break and lunch and either outside or in a classroom
- To use bins for any litter
- Only eat in dining room or outside
- To treat other students and their possessions with respect inside and outside lessons as you would wish them to treat you
- To treat the school building and facilities with respect

The following are behaviours are unacceptable at Parkfield School

- Being late to lessons
- Not completing work or homework punctually
- Disrupting the learning of other students
- Not being in correct uniform
- Swearing generally around site and at others
- Speaking inappropriately to any adult or another student
- Failure to follow instructions; written and verbal
- Using mobile and/or other electronic devices in school, including wearing headphones
- Chewing gum
- Dropping litter
- Eating, drinking around school site
- Being physical with any student whatever the provocation
- Stealing
- Being unpleasant/bullying others
- Smoking including possession of cigarettes, possession and/or use of alcohol, cigarettes (including electronic cigarettes), drugs (including legal highs)
- Vandalism; including graffiti on school property (including books)

3. Rewards and Sanctions

We believe that positive relationships are essential for promoting effective learning.

Consistency in all that we do is essential if students are to feel fairly treated. It is therefore vital that all staff seek to work within these parameters. At the heart of any good teaching are high expectations regarding student behaviour. We have a responsibility to hold students to account for their behaviour whilst looking to support their learning at every opportunity.

Our expectations must be clearly understood by all students; however it is vital that we should remember that we are working with children and young adults, not adults. They will at times make mistakes; they will let us down and show poor judgement. Our response should always be to look for learning opportunities, with all young people. We are committed to the educational philosophy that says that 'every child matters', further to this we believe that no-one should be left behind.

At the heart of any great school are great relationships with students. If relationships break down for whatever reason, it is incumbent on us as adults to look to restore the relationship, which is why we place so much emphasis on restorative justice in the form of a mediation meeting.

All behaviour incidents and rewards are recorded on the Bromcom, this means that an up to date record of the individual student will be kept at all times.

Rewards

Parkfield School will always look to focus on positive behaviour.

We will only display the positive behaviour on the white boards, any sanction lists should be kept on the desk out of student view, (You can make it obvious that you are recording, but please do not display). This means students need to think about their behaviour immediately as they enter the classroom.

Remember to issue reward points for good behaviour, work and effort, input on Bromcom. Every reward point is worth one point on Bromcom.

Every week students with a green or amber arrow for attendance will receive a reward point from the community leader (secondary) or class teacher (primary).

Remember to record in Bromcom any reward postcards. Postcards are worth three points.

Students will then achieve their positive behaviour milestone certificates and badges at the following points:

- 25 points Bronze
- 50 points Silver
- 75 points Gold
- 100 points Head teachers award

All students that have achieved a certificate will be considered for the rewards activity day. Student attendance will also be taken into consideration.

100% attendance will achieve a certificate and badge to celebrate their achievement.

Sanctions

Detentions

Detentions are run by class teachers at break and lunchtimes daily, and by SLT every lunchtime, with SLT detentions after school as and when required.

Break & lunch detentions will be run by class teachers for any S1 incidents. Break time will be 11:00 – 11:20 & lunch 1:45 -2:05.

SLT detentions will be run an SLT staff member in the library every day between 1:45 – 2:45. These detentions will be for S2 incidents or an escalation from missing an S1. Students will also complete S1 detentions with SLT for lateness and uniform.

After school detentions will run every day from 3:15pm – 4.15pm. After school detentions will automatically be set for students who fail to turn up to a lunch time detention. They may also be set for repeated lack of homework, poor behaviour and S2's. A text will go home the day before to inform parents.

Detentions will take place in class rooms or the library for SLT. This will ensure that students are clear about where to attend. The onus will be on students to remember - we will not be spending time chasing them and if they forget to attend the detention will escalate to the next level. Staff will of course be welcome to come and take a student from the main detention if they want them to do something specific during their detention time. Where lack of homework or classwork is the issue, students will be expected to bring the work to complete.

Reports

The purpose of a report is to monitor students throughout the school day. Students on report must ensure that it is checked regularly, completed by all staff and checked at the end of each day.

- When students go on report the community leader will contact the parents to explain the system and inform them that detentions will be set if expectations are not met. Reports will be for a 2 week period.
- Our reports require a teacher to briefly describe the positive elements of the lesson and any areas for improvement.
- Students on report will be signed off daily by the community leader. The report will then go home with the student for a parent to read and sign.
- Students achieving positive comments and minor areas for improvement will have no sanction imposed.
- If a teacher completes the report with just negative comments, they should also set an appropriate sanction and record this on Bromcom.
- Students on report who arrive late for a lesson, should have this noted on the report card and be detained at the end of the lesson to make up the lost time.
- For every 3 or 4 on a report card, 5 minutes is added to the SLT detention the following day. If they receive all 3's and 4's an after school will be set.
- If a student does not have a successful fortnight on report then it will be escalated to an SLT report and parents contacted.

All completed reports must be filed in the student file once completed.

Examples of our reports can be found in the appendices.

The Lesson Exclusion System (LE)

The lesson exclusion system is to be used as an occasional and short-term means of removing a student from a classroom. The lesson exclusion system works in the following manner:

- If after applying a range of behaviour management strategies, a student is not meeting a teacher's high expectations they give this student a warning that their behaviour could lead to them being removed from the lesson. This warning should be clear to the student.
- When possible a student should be escorted to LE paired classroom.
- Suitable differentiated work should be provided for any student who is removed from the lesson; Knowledge organisers can also be used.
- Students who are removed will remain in the LE paired room for the entire lesson and complete a 30 minute lunch time detention.
- At some point during the day, the teacher who sent the student to LE should attempt a repair and rebuild meeting.
- A phone call home should be made by the class teacher and the incident recorded on Bromcom as an S2.
- The student must work in silence in the LE paired class. They should not interact with other students. If the student impacts on the teaching and learning of the students in the LE paired class then the teacher must use the 'on call' system. This will lead to the removal of the students to isolation for a 5 periods, eg if the student is removed lesson 3 Monday, they will return to normal lessons, period 4 on the Tuesday.

Notes:

Sending a student out of your room to the LE system is a serious action to undertake. Staff need to be clear that they are putting a student in the LE system for an appropriate reason. Staff should be aware of students with SEND and any students with exit / time-out cards. They need appropriate consideration, which may include cooling-off time. All the relevant information on vulnerable students can be found on their Individual Support Plan (ISP) on the staff shared.

On-Call

Members of the Senior Leadership Team (SLT) are available throughout the day 'On-Call'. They will assist in ensuring Parkfield School is calm and purposeful. Members of the SLT are on hand to assist teachers in resolving complex matters with students. To be effective:

- SLT should patrol the site at the start of lessons to ensure students are in class and settled.
- On-Call should be aware where supply staff are teaching and where there are regular 'hot-spots' and check that need to be carefully monitored.
- On-Call should intervene if there is a serious incident.

Internal Isolation

Internal isolation is to be used prior to a Fixed Term Exclusion or in some cases as an alternative to Fixed Term Exclusion (FTE).

Internal isolation operates throughout the school day, with different break and lunch times to the rest of the School. The length of an internal isolation depends upon a number of factors: the seriousness of

behaviour that has caused the referral, and the general conduct of the student in question. It is likely that a student who is persistently poorly behaved may receive longer internal isolations.

To be effective:

- SLT need to approve the placement of a student in internal isolation;
- Suitable work should be provided for any student in isolation;
- The member of staff supervising isolation will monitor the behaviour of students and log the student's isolation on bromcom as they arrive in the isolation room.

Twilight School

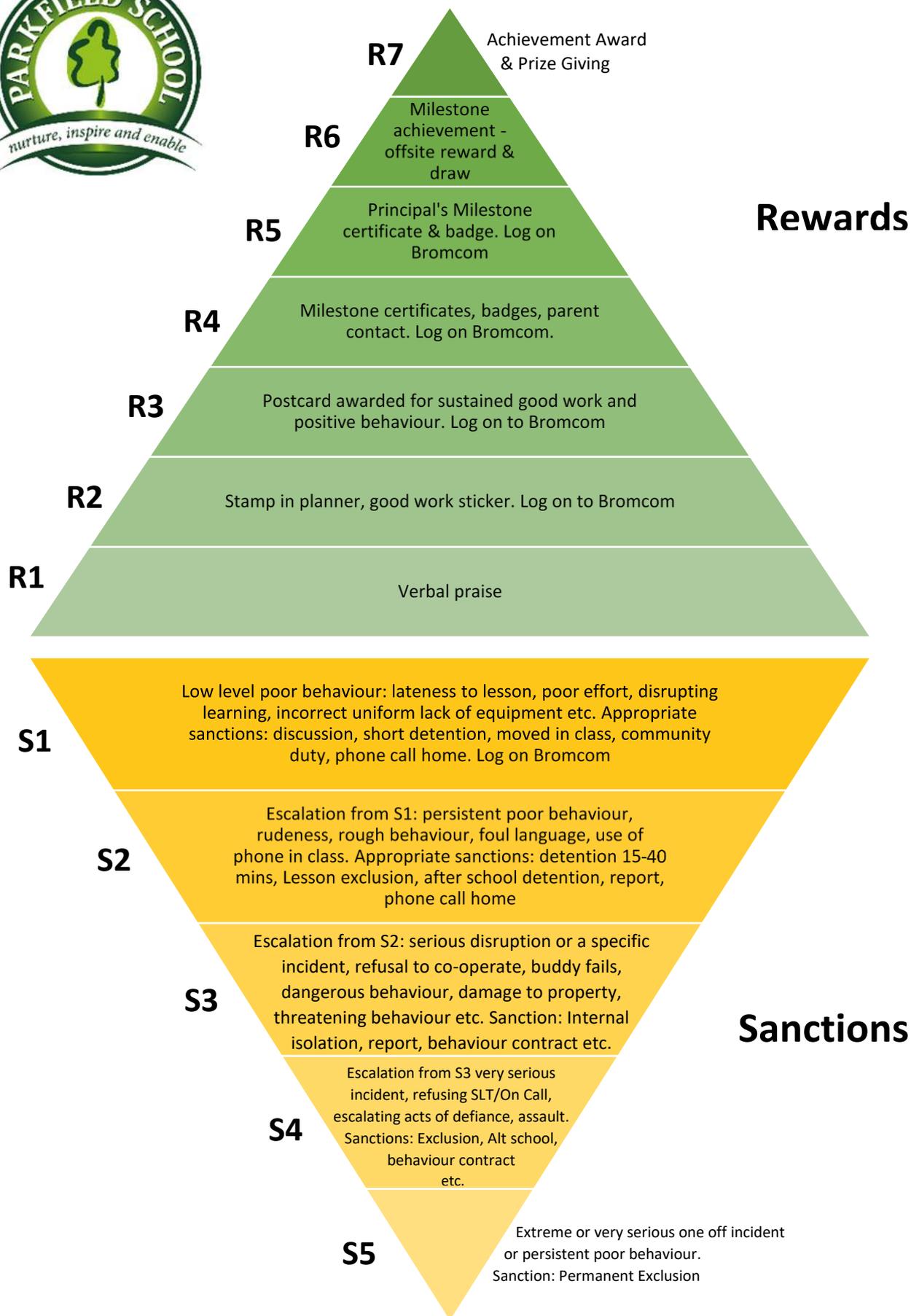
In the event of a serious breach of our behaviour policy or persistent poor behaviour a student may be put on a 'twilight' timetable. This will involve them coming in to school later and staying until 4.00pm and being out of circulation from the peers while on site. Such arrangements are made by the Principal in consultation with parents.

Adding Behaviour to Bromcom

From you register entry screen click the blue man with a tick.

1. Select the child for the behaviour to apply
2. Then select the behaviour.
3. Add a comment
4. Select Apply
5. Save Behaviour

Appendix 1: Parkfield rewards & sanctions diamond



Appendix 2: Sanction guidance chart

This chart is intended to act as guidance only, it is vital that we use our professional judgement in making decisions that are often complex and involved. If further guidance is required you should speak to a member of SLT.

Typical student behaviour	Appropriate Sanctions	Sanction Level
<ul style="list-style-type: none"> • Low level disruption • General misbehaviour • Lateness to lesson • Poor effort • Disrupting the work of others • Minor rudeness • Leaving litter • Incorrect uniform 	Sanctions to be set by the class teacher may include: <ul style="list-style-type: none"> • A brief chat to the side of the room within a lesson • Movement in class seating plan • Chat after the lesson • Break detention 15 minutes (at the teacher's discretion) • Assisting teacher tidy-up • Phone call home 	S1
<ul style="list-style-type: none"> • Escalation from S1, persistent low-level disruption that blocks learning, or: <ul style="list-style-type: none"> ○ Rudeness ○ Rough behaviour ○ Refusing to follow staff instructions ○ Use of foul language • Using phone during lesson • Failing to attend a detention 	Sanctions to be set by the class teacher, may include: <ul style="list-style-type: none"> • Detention during Lunch break 15-40 minutes • Monitoring report • Lesson exclusion • Meeting with Community leader/curriculum leader • Letter of apology written • Parent meeting • Phone confiscated for day and returned after detention 	S2
<ul style="list-style-type: none"> • Escalation from S2, serious disruption or a specific incident: • Refusal to comply with request • Refusal to Buddy • Lesson exclusion breaks down and on call used • Dangerous behaviour in class • Bringing contraband to school (e.g. cigarettes or products to sell) • Damaging school property • Theft • Intentional swearing • Student threatens to use violence • Assault • Truancy 	SLT/On Call to resolve the initial incident and further action, this could include: <ul style="list-style-type: none"> • Detention 30-60 minutes (after school) • Student is put on report • Lost time made up • Internal isolation • Community service • Curriculum Lead /SLT intervention • Behaviour contract • Period out of lesson • Cigarettes confiscated and destroyed 	S3
Escalation from S3, very serious incident or a refusal to abide by SLT/On Call guidance: <ul style="list-style-type: none"> • Escalating acts of defiance or poor behaviour • Student uses or threatens to use violence against a student or member of staff • Carries out assault • Brings illegal drugs or alcohol in to school for personal use 	SLT/On call to talk with Principal to negotiate a way forward: <ul style="list-style-type: none"> • Behaviour contract • Twilight school • Period out of school (Internal isolation or fixed term exclusion) • Removal from curriculum provision • Fresh start programmes • Alternative education package • PRU placement 	S4
Extremely serious one off incident or persistent serious poor behaviour: <ul style="list-style-type: none"> • Student brings illegal drugs into school with intent to encourage others to use them • Student Brings an offensive weapon into school • Uses or threatens to use serious violence against a student or member of staff • Carries out sexual abuse or assault • Commits a single one-off serious incident which the Principal deems significant enough to warrant permanent exclusion. 	SLT to decide on a student's future with the school: <ul style="list-style-type: none"> • Alternative education package • Managed move • Permanent exclusion 	S5

Appendix 3: Break/Lunch detention procedure

Teaching staff to manage student behaviour in their lessons using the 10 cultures for learning as guidance and follow the Parkfield behaviour diamond.

If a student does not correct their behaviour in lesson and gets an S1 or S2 this needs to be logged on Bromcom including the reason why. Enter if break or lunch detention with no comment to generate register.

Student to attend break and lunch detention (lunch detention starts at 1.45pm). Students to complete work during the detention. Staff who set detention can collect student from the detention and work with the student or set additional work.

The break and lunch detention room must be silent and all students working. If a student fails to comply with the detention rules then they will need to be escalated to the next detention.

If a student does not attend the break or lunch detention this will be escalated to the next detention. Teacher to log this on Bromcom which will then trigger the office to send out a text to parent/carer to inform them their son/daughter will need to attend an afterschool detention.

If student gets regular break or lunch detentions the community leader must talk to student and contact parent/carers to discuss concerns. If the concern is in one subject area, consideration for a subject report or if across a number of subjects a whole school report may need to be implemented.

Appendix 4: Lesson Exclusion Procedure

If a student does not correct their behaviour in lesson after the first warning, the teacher needs to consider the use of the Lesson Exclusion (LE) system (S2).

The teacher will need to send the student to the LE teacher with work to complete. If the student refuses, contact on call for removal to isolation (S3)

Students need to enter into the LE classroom quietly and not distract learning of others and complete all work set in silence. The student must return their completed work to their teacher at the end of the lesson and complete a lunch detention.

If the student distracts the learning of others in the LE class, the 'on call' system must be used and the student removed to isolation for a complete 5 sessions. e.g if the student is removed lesson 3 on Monday they will return to lessons period 4 Tuesday.

The teacher must log the S2 information on Bromcom, implement the detention, contact home and have a discussion/mediation with the student before the next lesson you have with the student.

If the student is 'on called' from the paired class room. The member of staff on isolation duty must record the isolation as S3 on Bromcom.

Appendix 5: Student Lateness Procedure

If student is late into school they must enter via main reception and sign in.



Reception to issue late detention on Bromcom



Students to attend late detention at lunch time in the library. They must use this time to complete any work missed through being late.



Follow up

If student does not attend late detention, it is to be escalated to an S2 lunchtime detention.

Community leader to monitor late detentions using the behaviour report and daily emails, talk to student and contact parent/carers to discuss concerns.

Appendix 6: Internal isolation – student reflection sheet

Internal Isolation Room – Student Reflection Sheet

Student Name:

Date:

Class:

1. Explain what happened to cause you to enter the Internal Isolation Room. Explain why you think you are here.

2. Who do you think was harmed, hurt or upset by your actions?

3. What were you thinking and feeling whilst this was going on?

4. What needs to happen now? How can you correct this situation?

Appendix 7: Internal isolation – student re-integration sheet

Internal Isolation Room – Student Re-integration Sheet		
Student Name:	Date:	Class:

1. What did you learn from your time in Isolation?

2. Do you understand the consequences of your actions and what needs to be done to address the problem?

3. What 3 targets will you work on when you go back into lessons to make sure that this does not happen again. These targets will help you in lessons, around the school and will be recorded on your community leader report.

1.

2.

3.

Restorative meeting required? Yes/No

The following student is deemed: ready to go back into lessons full time / requires additional support in lessons/is not ready to go back into lessons full time.

Student signature:

Staff signature:

Date:



Individual Learning Support Plan

Name:

Reporting to:

Start date:

Reporting Process

This Individual Learning Support Plan (ILSP) has been initiated because the attitude to learning of this student has been identified to be negatively impacting the academic progress of themselves and their peers.

While on report:

Students' responsibilities:

- Independently reflect on each lesson.
- Meet with Community Leader at all progress checkpoints outlined herein.
- Ensure that this ILSP is handed to teaching staff at the start of each learning period and collected at the end.
- Ensure that this ILSP is kept in a clean and tidy condition.

Parents' Responsibilities:

- Ensure that the ISLP is signed on a daily basis.
- Support the student to ensure that the report is brought to school daily.
- Communicate with the Community Leader any issues that may arise while the student is on report which may affect the students` performance.

Teaching Staff Responsibilities:

- Score the students attitude to learning during the lesson from 1 – 4.
- 1 = exceptional, 2 = good, 3 = requires improvement and 4 =poor.
- Note any relevant feedback from the lesson.

Success Criteria:

To be deemed successful the student must:

- Always aim for exceptional behaviour.
- Show an improvement on current approach to learning.
- Ensure that the ILSP is brought to school daily and distributed correctly during learning time.

- Ensure that this ILSP is signed by a parent/guardian/carer daily.

This ISLP will be deemed unsuccessful when the above criteria have not been met or when the attitude to learning of the student while on report has fallen below the expected standards laid out in the Behaviour Policy.

The ILSP has been issued to target the following reasons:

- _____
- _____
- _____

To support and improve the student's attitude to learning the following targets have agreed:

- a) _____
- b) _____
- c) _____

Any fours will mean lunchtime detention and more than one in a day will mean afterschool detention.

Progress will be reviewed in a meeting with the student after 5 days:

ILSP agreed:

Student:

--

Parent/guardian/carer

--

Community Leader:

DAY 1: Date:

Collect report by 8:25 am

Score: 1 = exceptional, 2 = good, 3 = requires improvement and 4 = poor.

	Subject		Score
Tutor			
1			
2			
Break			
3			
4			
Lunch			
5			

Checkout

Tutor/SLT signature:

Comment:

Parental signature:

DAY 2: Date:

Collect report by 8:25 am

Score: 1 = exceptional, 2 = good, 3 = requires improvement and 4 = poor.

	Subject		Score
Tutor			
1			
2			
Break			
3			
4			
Lunch			
5			

Checkout

Tutor/SLT signature:

Comment:

Parental signature:

Day 3 Date:

Collect report by 8:25 am

Score: 1 = exceptional, 2 = good, 3 = requires improvement and 4 = poor.

	Subject		Score
Tutor			
1			
2			
Break			
3			
4			
Lunch			
5			

Checkout

Tutor/SLT signature:

Comment:

Parental signature:

Date:

DAY 4:

Collect report by 8:25 am

Score: 1 = exceptional, 2 = good, 3 = requires improvement and 4 = poor.

	Subject		Score
Tutor			
1			
2			
Break			
3			
4			
Lunch			
5			

Checkout

Tutor/SLT signature:

Comment:

Parental signature:

DAY 5: Date:

Collect report by 8:25 am

Score: 1 = exceptional, 2 = good, 3 = requires improvement and 4 = poor.

	Subject		Score
Tutor			
1			
2			
Break			
3			
4			
Lunch			
5			

Checkout

Tutor/SLT signature:

Comment:

Parental signature:

END OF WEEK REVIEW:

	Total 1's	Total 2's	Total 3's	Total 4's
Teacher				
Self				

Community Leader comment:

Successes:

Areas for improvement:

Student Comment:

Outcome and next steps:

New Targets (if required);

a.

b.

c.

Parental comments:

Signed:

Student:

Parent/guardian/carer:

Community Leader:



1. Abide by all the school rules and behave respectfully at all times.

2. Wear your uniform correctly, with pride, whilst being neat and tidy at all times.

3. Work hard in lessons and on your homework, taking responsibility for your learning.

4. Be committed to reaching your targets and celebrate your success alongside that of others.

5. Attend school regularly, on time and with all the correct equipment for the day.

6. Participate fully in school life, making the most of all the opportunities I am offered.



