



“Maximising students’ abilities, ambitions and academic potential”

Behaviour Policy

Recommended by: Staff and Student Committee	
Date: October 2017	
Approved by the Full Governing Body	
Signed:	
Next review due: October 2019	

Broadoak Mathematics and Computing College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

1. Rationale:

Broad oak Mathematics and Computing College is committed to ensuring that all members of the College community achieve their 'Personal Best'. We aim to create a secure, focused and calm learning environment within a culture of understanding and support for each other. Through recognition and reward of positive contributions, students are valued and motivated to focus on their learning, enabling them to achieve their 'Personal Best'. Expectations for positive behaviour should be explicit for all and applied appropriately and consistently across the College.

This policy seeks to encourage in all students a sense of responsibility to themselves, to the College community and to the outside world. It sets out our expectations for positive behaviour and the systems of rewards and sanctions for ensuring that all are able to achieve these expectations.

Aims:

- To develop a focused, purposeful learning environment in which all members of the community are working positively to ensure students achieve their 'Personal Best'
- To provide clear expectations of student behaviour for staff, students and parents/carers
- To promote the use of feedback and rewards to encourage and celebrate positive behaviour and achievement
- To inform staff, students and parents/carers of processes for managing student behaviour; to ensure these are applied fairly and consistently across the whole College to meet the needs of individual students
- To ensure that all members of the College community feel safe and valued
- To enable students to take responsibility for their behaviour in College and beyond
- To ensure that the College's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with SEN, are met

2. Scope of the policy:

This policy applies to all students during the College day. However, students are also expected to act in accordance with the policy when they are:

- Taking part in any College-organised or College-related activity (outside of normal hours), or
- Travelling to or from College, or
- Wearing College uniform, or
- In some other way identifiable as a student of Broad oak

The scope of the policy extends to unacceptable behaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the College, or
- Poses a threat to another student or member of the public, or
- Could adversely affect the reputation of the College

If behaviour is criminal, or poses a threat to a member of the public, the police will be informed. When the last 3 conditions apply, the Head Teacher will consult with Parents/Carers, other agencies e.g. the police and the Chair of Governors as appropriate.

Appendix 1 outlines the College's power to search for prohibited items.

3. Personal Best Expectations

Everyone at Broadoak Mathematics and Computing College is encouraged to strive to achieve their 'Personal Best'. Students are expected to demonstrate positive behaviour towards staff, other students and all members of the College community. Our Personal Best expectations are:

Students are expected to...	This means students should...	So that...
Arrive to lessons on time and with the correct equipment	<ul style="list-style-type: none"> • Move directly to their lessons so that they arrive on time with other students • Have their equipment (e.g. PE kit, pencil case) in their bag ready at the start of the day • Bring their correct books to class • Ensure they have a pen BEFORE teaching begins 	Learning can start quickly and without interruption
Speak to everyone politely and with respect	<ul style="list-style-type: none"> • Use appropriate language in all conversations • Not use swear words or words that might offend (e.g. racist or homophobic words) • Listen to what others say before speaking • Speak calmly and with an appropriate tone of voice, without shouting • Reply to staff using Sir/Miss or Mr/Ms..... 	Everyone feels safe and happy in College
Take responsibility for their learning	<ul style="list-style-type: none"> • Complete classwork set to the best of their ability • Read instructions and persevere even if they find a task challenging • Check Show My Homework every day and complete HW on time • Work cooperatively with others so that everyone can learn • Take responsibility and learn when they make mistakes • Use mobiles/electronic devices in line with the Mobile Phone Policy 	Students can make progress in all areas of their work
Follow staff instructions	<ul style="list-style-type: none"> • Listen to staff instructions • Do as asked, without argument/discussion • Sit where directed in the classroom • Be parked, if directed by a member of staff to go to another room • Attend detentions/meetings with staff 	A calm learning environment is established
Care for the College environment	<ul style="list-style-type: none"> • Put rubbish in the bin • Eat in the correct areas of the College • Not graffiti or damage property, equipment or books • Use equipment carefully and safely • Not chew gum in College • Wear uniform correctly • Walk safely around the College building 	The College remains a smart and safe place to work

These are examples of behaviours expected and is not an exhaustive list.

4. Rewards – celebrating success (see Appendix 2)

4.1. Every student should have the opportunity to achieve success and be rewarded for this success.

There are a number of strategies staff can employ to encourage positive behaviour in their classroom. These include:

- Use of positive language (immediate feedback)
- Written and verbal feedback to students acknowledging their work
- Displaying students' work
- Feedback to tutors/Year Leaders/Heads of Faculty/SLMT
- Feedback to parents through postcards, letters, e-postcards, phone calls home
- Celebrating work in the classroom, through assemblies and other forums such as the Website, Twitter and the newsletter
- Use of achievement points, as outlined below

4.2. When students demonstrate good behaviour and meet the 'Personal Best' expectations, staff should reward students by entering onto SIMS one of the following achievement points:

In lessons:

- Expected effort in learning
- Improved effort in learning
- Better than expected effort in learning
- HW completed on time and to expected standard
- HW completed to higher than expected standard

Out of lessons:

- 100% attendance and punctuality in a week
- Positive contribution to the community

All staff are expected to make use of a wide range of these strategies and issue achievement points on a regular basis to students in all of their classes. Tutors will be given each week a record their tutees' running total of points accrued.

When a student achieves:

100 net points they are presented with a **bronze award**.

200 net points they are presented with a **silver award**.

300 net points they are presented with a **gold award**.

Each term there will be a year group 'celebration assembly' where certificates will be awarded and students' successes celebrated. Parents/carers can track their child's achievement points through Schoolcomms and are encouraged to celebrate these at home as well.

Once a year the College holds an **Awards Evening**, celebrating students' achievement, progress and Citizenship. Parents and carers, as well as other College stakeholders, are invited to attend this celebration.

5. Managing negative behaviour.

If students meet the 'Personal Best' expectations at all times, there should be very few incidents of inappropriate behaviour. At times students will make inappropriate choices, nonetheless, we recognise that not all unacceptable behaviour is of the same level of seriousness; most incidents can be easily corrected by the students themselves and managed within the classroom by the teacher. However, this will not always be the case and behaviour is divided into 4 levels.

Level 1	Level 2	Level 3	Level 4
<p>Disrupting the learning of themselves or others</p> <p>Not being equipped for lessons at the start of learning</p> <p>Not following instructions first time</p> <p>Late to lesson</p> <p>Incorrect uniform*</p> <p>Use of electronic devices during lesson without permission*</p>	<p>More than 1 L1 warning for disrupting learning of themselves or others required during a lesson</p> <p>Rude and disrespectful behaviour towards staff</p> <p>Rude and disrespectful behaviour towards students</p> <p>Damage to College property</p> <p>Misuse of phone/electronic device to cause hurt/offence to others</p>	<p>Fighting or aggressive behaviour*</p> <p>Dangerous behaviour*</p> <p>Two incidents of L2 behaviour during one day (students will also be required to attend L2 detention)</p> <p>Smoking in uniform</p> <p>Leaving lesson without permission</p> <p>Significant damage to College property*</p> <p>Failure to attend a L2 detention</p>	<p>Bringing in and/or use of drugs, alcohol, tobacco (and other banned items)</p> <p>Swearing at, or in response to, staff</p> <p>Explicit use of any prejudiced language (e.g. racist, homophobic)</p> <p>Causing significant harm to another student</p> <p>Physical or verbal aggression directed at staff</p> <p>Truancy</p> <p>Failure to accept the authority of the College (including refusal to be parked/hand over phone to staff)</p>
<p>L1 warning recorded</p> <p><i>*jewellery items confiscated for the remainder of the day</i></p>	<p>Parked</p> <p>L2 detention (lunchtime)</p>	<p>*Duty Call Out – remove student (parked)</p> <p>L3 detention (after school – 45 mins)</p>	<p>Duty Call Out – remove student (Base)</p> <p>Inclusion Base/Personal Best Base</p> <p>Fixed Term/Permanent Exclusion</p>

6. Behaviour Tracking and Monitoring

Role of tutors:

- Use SIMS to review behaviour and achievement of tutees every day
- To use daily information to raise concerns with Heads of Year and to initiate proactive interventions with students, e.g. conversation with student, contact with parents/carers
- To share weekly information with tutees so that students know their achievement and behaviour points totals and can track their own progress
- To use weekly information to share successes with the tutor group, Heads of Year and parents/carers
- To monitor daily reports of individual students, as requested by the Head of Year

Role of Heads of Year

- Use SIMS to review behaviour and achievement of year groups every day
- To use daily information to ensure appropriate consequences have been put in place for incidents of negative behaviour and to follow up with individual or groups of students as appropriate
- To monitor weekly information and ensure tutors are sharing this with their tutor groups and that achievement points for attendance/punctuality are issued
- To use fortnightly Student Support Meetings to plan interventions where concerns across the curriculum are evident. Examples include
 - Behaviour Support Plan meeting with parents/carers
 - Pastoral Support Plan meeting with parents/carers if a student has been excluded
 - Referrals to internal support staff e.g. learning mentor, counsellor
 - Referrals to external agencies e.g. Vulnerable Learners Service, YOT
- To use termly information to celebrate successes in end of term 'celebration assemblies'.

Role of Heads of Faculty

- Use SIMS daily to review behaviour and achievement points issued across the faculty and to use this information to support staff where there are concerns noted

Role of SLMT

- Use SIMS daily to review behaviour and achievement to ensure appropriate consequences have been put in place for incidents of negative behaviour
- To use daily information to liaise with Heads of Faculty and Heads of Year when particular issues or concerns are noted
- To use weekly reports to check progress of year groups and monitor trends in any negative behaviours so that these can be proactively addressed e.g. through assemblies, tutor time activities
- To use fortnightly Student Support Meetings to ensure Heads of Year and the SENCO plan appropriate interventions where concerns across the curriculum are evident.
- To use fortnightly Student Support Meetings to agree where referrals for alternative provision (e.g. managed move, Voyage Learning Campus) are appropriate
- To use termly exclusions (internal and external) data to track behaviour across the College and plan appropriate interventions

Appendix One - extract from *Behaviour & Discipline in Schools, advice for headteachers and school staff, January 2016*

31. There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1) The **general power to discipline** (as described in the bullets under the heading "Discipline in Schools – Teachers' Powers" on pages 3 and 4) enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and

2) **Power to search without consent** for "prohibited items", including:

- knives and weapons
- alcohol,
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search.

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

Classroom

- Know the names and roles of any adults in class.
- Meet and greet pupils when they come into the classroom - *do not line them up, instead stand in doorway and welcome*
- Display rules in the class - and ensure that the pupils and staff know what they are – *display and refer to the Personal Best expectations*
- Display the tariff of sanctions in class.
- Have a system in place to follow through with all sanctions.
- Display the tariff of rewards in class – *give the students success criteria for learning and behaviour*
- Have a system in place to follow through with all rewards.
- Have a visual timetable on the wall.
- Follow the school behaviour policy – *make sure you know the 3 levels of behaviour*

Pupils

- Know the names of children.
- Have a plan for children who are likely to misbehave – *have a seating plan and seat with appropriate role models/learning partners*
- Ensure other adults in the class know the plan – *let the LSAs know what you want them to do in the lessons*
- Understand pupils’ special needs - *read and use the Teacher Guidelines (on the iNet)*

Teaching

- Ensure that all resources are prepared in advance.
- Praise the behaviour you want to see more of.
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- Differentiate – *use the Teacher Guidelines, look at the iNet for ideas and don’t forget to differentiate for G&T students as well*
- Stay calm – *only raise for impact, not because you have lost your temper; use the broken record technique; give students a clear choice with consequences*
- Have clear routines for transitions and for stopping the class - *use visual cues for noise levels*
- Teach children the class routines.

Parents

- Give feedback to parents about their child’s behaviour - let them know about the good days as well as the bad ones – *postcards and phone calls home can be quick and easy ways of feeding back to parents*