

FREDERICK BREMER SCHOOL

BEHAVIOUR POLICY



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1. Aims

This policy aims to:

- Promote excellent behaviour through the school and within the wider community
- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

Principles

Pupils can only reach their potential if their standard of behaviour is consistently high, and if their learning is not disrupted by the behaviour of others. Good behaviour underpins success.

All staff hold a responsibility to model good behaviour in their work in school. Promoting positive behaviour and full attendance enables high standards of teaching and learning to be achieved. A well-designed and relevant curriculum helps develop and maintain positive behaviour and full attendance. Pupils learn more effectively when the curriculum is differentiated, and teaching styles and approaches accommodate all pupils.

Successful implementation of the behaviour policy depends on a high degree of consistency, particularly in terms of the recording of incidents and consequences; both positive and negative.

The policy applies to the whole school day, after school interventions and clubs, the journey to and from school and the entire duration of any school trip.

2. Our expectations

All pupils must abide by the whole school expectations as well as those laid out in the Pupil expectations (appendix 9)

Frederick Bremer School Expectations



Because we can, care and commit:

1. Learning comes first
2. Respect yourself and respect each other, and use only positive language ¶
3. Follow instructions of all staff at once, and at all times
4. Be on time: learning starts within 90 seconds of the bell ¶
5. Move around the school safely and quietly: keep hands, feet, objects to yourself ¶

3. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

4. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Failure to follow instructions the first time
- Not keeping hands, feet and objects to yourself
- Incorrect uniform
- Failure to attend with all key equipment

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying (see anti-bullying policy)
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. (appendix 6)

5. Roles and responsibilities

This section details the main expectations of each group of staff, though it is not exhaustive and in some cases staff may play more than one role. In dealing with behaviour it is important that all staff take responsibility and ensure that they report and record incidents accurately and in a timely fashion.

5.1 The governing board

The SIP committee is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The SIP committee will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the SIP committee, giving due consideration to the school's statement of behaviour principles (appendix 1). The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 All staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour and good relationships, taking the time to teach the excellent behaviour for learning we expect our pupils to display
- Challenging unacceptable behaviour which undermines any of the school rules
- Providing a personalised approach to the specific behavioural needs of specific pupils
- Recording and communicating behaviour concerns effectively using SIMS
- Supporting the safe movement of pupils around the school by:
 - Being a presence when you are on corridors, staircases and other common areas, ensuring a high level of pupil supervision.
 - Using the 'red/yellow cards' to give pupils sanctions if their behaviour is inappropriate.
 - Always ensuring you are prompt when on break duty and that you make alternate arrangements if absent from school.

The Senior Assistant Headteacher responsible for Behaviour will support staff in responding to behaviour incidents in the first instance, followed by other members of the Senior Leadership Team.

5.4 Classroom teachers and teaching assistants

- Greet pupils at the classroom door at the start of each lesson and supervise a controlled entrance and an orderly corridor.
- Prepare a "do now" activity to ensure the lesson starts within 90 seconds.
- Use the "End-of-lesson" protocol to ensure a calm and controlled exit from the classroom.
- Follow the behaviour management procedures and consistently and accurately.
- Follow the specifics of the Department Behaviour Policy/Procedures.
- Record ALL incidents fully on SIMs.
- Complete Academic/Pastoral reports
- Use departmental parking at the appropriate time by using the On-Call system (section 7 Behaviour Management procedures).
- Follow up any issues after the lesson.
- Report significant behaviour concerns to the Head of Department/ Head of Year.
- Liaise with parents.
- Provide work when pupils are excluded.

5.5 Form tutors

Form tutors have the same expectations of all staff in addition to the following:

- Act as an initial point of contact for behaviour concerns.
- Offer background context on the child and confirm where the pupil is doing well or underperforming.
- Refer a concern to the Head of Year (HOY).
- Regularly check positive and negative SIMS points and share them with their tutees.

- Implement the relevant support or monitoring strategies according to the Behaviour triangle
- Greet their tutees at their classroom door and check uniform
- Monitor attendance and punctuality
- Liaise with parents over specific concerns.

5.6 Heads of Department (and other departmental post holders)

As for classroom teachers but also:

- Ensure departmental parking procedures are in place and effective.
- Lead the management of the corridor/department area at lesson changeover.
- Ensure the department has a personalised behaviour Policy/Procedures that dovetail with the School Behaviour Policy and all staff are aware of this including ensuring effective department sanctions, including any internal report system.
- Support year team sanctions by running one whole school detention per fortnight.
- Parental liaison, including meeting with parents/carers where pupils are causing persistent issues in the department.
- Develop strategies to reduce behaviour incidents, (including any 'gaps' between groups of pupils) and other sanctions within their department, liaising with other post holders (including the Behaviour Manager) in order to do so
- Regularly reviewing behaviour in the department as part of the quality assurance process.
- Ensure the Internal Exclusion Room has enough copies of books and work to complete for when pupils are in there and need to be occupied
- Facilitate support and training for members of staff.
- Manage the reward system for the department.

5.7 Heads of Year

As form tutors but Heads of Year will:

- Establish a clear positive ethos for achievement and success within the year group.
- Intervene with pupils who are causing concerns in more than one department.
- Conduct post exclusion meetings before pupils return to lessons.
- Phone parents/carers to inform them of serious incidents of poor behaviour.
- Collate all statements and evidence surrounding serious incidents and make sanctions proposals to the Senior Assistant Headteacher. (appendix 6)
- Offer guidance and advice to departments on individual pupils.
- Use assemblies to report on behaviour; both positive and negative.
- Lead year team sanctions, including any report system, one late detention per week and one whole school detention per week.
- Develop strategies to reduce exclusions, (including any 'gaps' between groups of pupils) and other sanctions within their year group, liaising with other post holders (including the Behaviour Manager) in order to do so.
- Ensure all pupils understand and are reminded of the key parts of the Behaviour Policy including the behaviour triangle.
- Constantly reviewing behaviour in the Year group as part of on-going quality assurance.
- Attend referral meetings fortnightly to ensure appropriate intervention for pupils whose behaviour is causing concern.
- Manage the rewards system for the year group.
- Ensure department end of term certificates/rewards are co-ordinated and organised
- Be part of the on-call, IER rota as directed.

5.8 The Behaviour Manager

The behaviour manager will:

- Liaise with Heads of Year to implement behaviour interventions for specific pupils.
- Lead investigations when serious incidents occur
- Keep track of local and relevant external service providers for pupils and ensure that where possible these are implemented and managed in school.
- Collate whole school detention information
- Coordinate in-class support for pupils whose behaviour is causing concern
- Oversee the production of pupil profiles
- Manage the caseload of the Behaviour Mentors
- Design and manage the On-Call and IER rota
- Liaise with Heads of Department to ensure that work for pupils is up to date and appropriate.
- Parental liaison, including meeting with parents/carers where pupils are causing persistent issues in the school.
- Manage and lead on all Pastoral Support Plans (PSPs)
- Attend referral meetings fortnightly to oversee appropriate intervention for pupils whose behaviour is causing concern.
- Provide information for the whole school SEF on behaviour and exclusions.
- Prepare documentation for FAP.
- Co-ordinate and monitor the effective of reciprocal agreements with local schools for respite placements.
- Provide whole school CPD and coach/mentor specific staff members as necessary.

Other Pastoral Staff e.g. Counsellor, Home School Workers, Behaviour Mentor and

Will:

a. Support the work of all of the above by providing specialist services to meet the needs of individuals or groups of pupils

5.9 Senior Leadership Team (SLT)

The SLT will:

- Model the implementation of this policy.
- Provide 'last line' support to the areas they line manage, particularly where pupils demonstrate they have not followed instructions given by departments/year teams, in terms of the report system, parental liaison, homework concerns or other sanctions.
- Support Departments – where a pupil is only causing concern in that area is not responding to department intervention/sanctions.
- Support Year teams – where a pupil causing concerns in more than one area is not responding to year team intervention/sanctions.
- Meet with parents/carers where pupils are causing persistent issues in the school h. Lead post exclusion meetings.
- Co-ordinate and plan for alternative provision at Key Stage 4.
- Manage the duty team on your allotted day and ensure adequate supervision in the case of absence.
- Undertake duties at break time, lunch time and after school. I. Be a presence around the school at key times.

SLT members with specific responsibility for behaviour

Will carry the responsibilities set out above and also:

- Attend FAP

- Liaise with the Headteacher who will authorise fixed term exclusions.
- Co-ordinate managed moves
- Chair and manage Referral Meetings
- Lead CPD on BFL and Safeguarding
- Coordinate specialised training/coaching for members of staff f.
- Ensure systems of recording that are fit for purpose.

5.11 Parents/Carers

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher/ tutor promptly
- Attend all meetings when their child's behaviour is a concern

These expectations are in addition to those laid out in the Parent Agreement (Appendix 7)

6. Rewards and sanctions

6.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Positive SIMS points
- Letters or phone calls home to parents
- Special responsibilities/privileges

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- Negative SIMS points
- A verbal reprimand
- Sending the pupil out of the class (Department parking)
- Teacher detention (up to 15mins at break or lunch time)
- Late detention (30mins at lunchtime)
- Whole school detention (45 mins after school)
- SLT detention (Monday 1½ hours after school)
- Academic/ Pastoral report
- Letters or phone calls home to parents
- Agreeing a behaviour contract

We may use the Internal Exclusion Room (IER) in response to serious or persistent breaches of this policy.

The IER is managed by the Behaviour Manager.

6.2 Physical Restraint

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on SIMS and reported to parents

6.3 Confiscation

Any prohibited items (Appendix 7 – Banned items) found in pupils' possession will be confiscated.

These items may not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Possession of these items may result in a fixed term or permanent exclusion. (See Exclusions Policy)

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

6.4 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

6.5 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

7. Behaviour management procedures

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom by creating and maintaining a stimulating environment that encourages pupils to be engaged

Where pupils fail to meet expectations, reasonable measures must be taken to address any issues of poor behaviour and they should be resolved where possible with minimum disruption to learning.

The **Sanctions Ladder** clearly shows the steps that all staff should follow when dealing with behaviour issues in the classroom. This is displayed around the school. (Appendix 3)

All incidents (positive and negative) must be recorded on SIMS

Provide full details of what happened, including who was involved or potential witnesses if a member of staff did not see it clearly. A few sentences are normally sufficient.

Describe the action you have taken.

Remember your audience may include your colleagues, parents/carers, governors and others, so the language you use must be formal.

If you feel that an incident needs further input from a more senior member of staff, record this as unresolved on SIMs and send an email to the relevant member of staff.

Sending an email to, for example, a HOY does not constitute recording an incident and should not be used to abdicate responsibility either for dealing with or recording an incident.

When a pupil fails to respond to measures put in place by the teacher, On-Call must be requested. Pupils should not be sent out into the corridor unsupervised.

7.2 On- Call

A member of staff will be on-call for every period and will tour around the school ensuring pupils are not out of class and that high quality learning is not being prevented by poor behaviour.

On-call should be contacted if a pupil needs escorting to another place.

If a pupil refuses to follow the instructions of the member of staff on-call and/or the HOD, they should be taken to an appropriate member of SLT or the IER.

7.3 Department Parking

All departments create a departmental parking timetable which should indicate the place to send pupils to if they are actively disrupting the learning of those in the classroom (once the sanctions ladder has been followed).

Pupils should be sent to the designated classroom and On-Call informed.

On-call may be called to escort pupils to Departmental Parking.

It is the responsibility of the teacher issue the red card to the pupil and HODs should monitor this as well as keep a record of every time Departmental Parking is used.

A phone call home should always be made to parents.

7.4 Behaviour out of lessons

The sanctions ladder and behaviour tariffs apply at any time in any place such as corridors, outside spaces, break duty, trips and on the way to and from school.

The HOY or SLT (for type 3 incidents) should be alerted to all relevant incidents and the staff member involved should record this on SIMs.

All staff should carry with them the **'red/yellow cards'** that allow them to issue detention slips for whole school detentions using the carbon copy booklets. The staff member should issue the detention to the misbehaving pupil and give a copy to the Reception team who will record the incident on SIMs.

Poor behaviour whilst outside school and in uniform regardless of whether on school business e.g. trips or visits will be dealt with as if it happened in school.

8. Pupil Support systems

Supportive Interventions to promote positive behaviour for learning

As well as using sanctions, the school will always try and work with pupils and their parents/carers to enable them to change their behaviour and this is outlined in the Behaviour Triangle.

In class support – This is setup by the Behaviour Manager. The targeted pupil will receive in class support from their key worker on the Behaviour team. Support will be provided in lessons where the pupil's behaviour raises the greatest concern.

Positive Behaviour Contract – This is a contract between the school, the pupil and the parent/carer. It is set up when a pupil has committed an offence where permanent exclusion is considered e.g. physical/verbal violence, bullying, theft, criminal damage etc. or at a reintegration meeting following fixed term exclusion. Breaking the contract will lead to a referral to the Fair Access Panel. A pupil may also have a Pastoral Support Plan (PSP).

PSP – Pastoral Support Plan- This is set up by HOYs with the support of the Behaviour Manager. It is **not a contract** and therefore cannot be 'broken'. It is a means of monitoring trends in behaviour while offering specific support. It can run for a maximum of 2 terms and requires the school, the pupil and the parent/carer (with support from the Local Authority) to participate actively in the plan. A maximum of 3 targets are set and it is usually reviewed half-termly. The support is detailed and designed to address areas of necessary development e.g. anger management, social skills, time-out etc. and may include input from outside agencies or an Early Help assessment completed.

Early Help Assessment - This is a multi-agency assessment tool which seeks external support for the child/family. Parent agreement is essential for this to take place.

Class withdrawal – This is setup by the Head of Year in conjunction with the Head of Department, Class teacher and Behaviour Manager. This intervention is time sensitive and subject specific. The

targeted pupil will be removed from a specific subject to complete the work in the IER. Reintegration back into the lesson is led by the Behaviour Manager.

9. Pupil Transition

To ensure a smooth transition to the next year, where possible, pupils will remain in the same tutor group with the same form tutor and Head of Year.

The system differs for Year 7.

The Head of Year 7 role is static to ensure that Primary Transition is managed by an experienced pastoral leader.

Year 7s will be supported with transition into Year 8, by moving into their new tutor groups in the second half of the summer term. Their new Head of Year will take over as their pastoral leader.

Transition meetings will take place between the Year 7 tutor team, Head of Year 7 & 8.

10. Internal Exclusion Room

Pupils can be referred to the Internal Exclusion Room (IER) for one of the following reasons:

- To write a statement about an incident
- To complete class work for a lesson from which they have been withdrawn
- Whilst isolated after a serious incident has taken place.
- When department parking has failed, or the pupil refuses to be parked
- To serve an Internal exclusion
- If they are on a respite placement from a partner school

The Internal Exclusion Room is managed by the Behaviour Manager but supervised by any member of the Pastoral, SLT or Middle Leadership Teams.

It is important that all staff are consistent with the standards of the IER and the supervising teacher is responsible for this, including the care of the room.

Expectations whilst in the IER are displayed in the room.

Pupils who are in the IER as a sanction will automatically join the whole school detention until 3.45pm.

11. Training

Our staff are provided with training on managing behaviour as part of their induction process.

Behaviour management will also form part of continuing professional development.

The Pastoral Team i.e. the Behaviour Manager, Heads of Year, Home School Workers and School Counsellor will receive supplementary training in relation to their specific roles.

12. Monitoring, evaluation and review

This behaviour policy will be reviewed by the Headteacher and SIP committee every year. At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board every year.

13. Links with other policies

This behaviour policy is linked to our:

- Anti-bullying policy
- Exclusions policy
- Safeguarding policy
- E-Safety policy
- Uniform policy

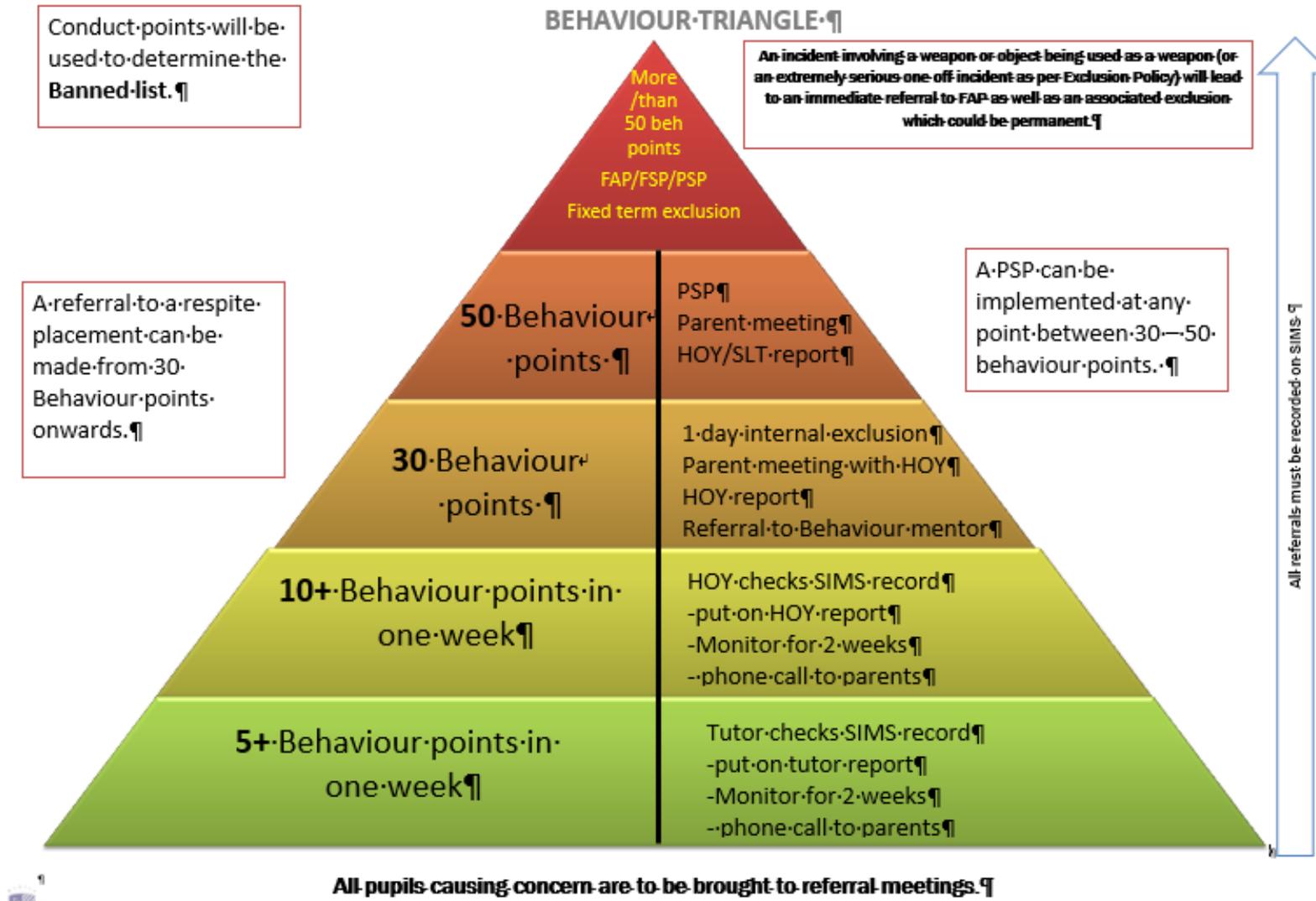
RATIFIED

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Parents/Carers are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: Behaviour Triangle



Description of each Level of the Behaviour triangle

		Success Criteria - <i>As well as the quantifiable criteria below, there should be a reduction in the behaviours that was identified as requiring support or monitoring.</i>	Duration	Mid-review
Level 1	Pupils who require additional monitoring so they can correct their own behaviour and as a result engage fully with their learning. Parents/carers & teachers will be aware of this additional monitoring.	<i>No negative SIMS points for 2 weeks Achieve all targets on report No more than 1 whole school detention during monitoring period</i>	2 weeks	1 week
Level 2	Pupils who require specific work to be done in conjunction with parents /carers and the school to correct their behaviour so that they are fully engaged in their learning. Should intervention at this Level fail, pupil will move onto the Level 3 of the Behaviour Triangle.	<i>No negative SIMS points for 4 weeks Pass all targets on report No more than 1 whole school detention during monitoring period</i>	4 weeks	2 weeks
Level 3	Pupils who are at risk of moving onto Level 4 of the Behaviour triangle within half-term if they, their parents/ carers and the school are unable to correct their behaviour so that they are fully engaged with their learning and make progress.	<i>No more than 2 negative SIMS points for each week of the monitoring period Pass all targets on report No more than 3 whole school detentions during the monitoring period</i>	6 weeks	3 weeks
Level 4	Pupils who without the support of their parents/carers, the school and their own engagement, to ensure that they drastically change their behaviour, will find themselves at risk of presentation to the Fair Access Panel within a half term.	<i>No serious incidents recorded on SIMS No more than 3 negative SIMS points for each week of the monitoring period Pass all PSP targets</i>	8 weeks	4 weeks
Level 5	Pupils who have reached the threshold for presentation to the Fair Access Panel as the support and monitoring put in place has failed to help the pupil correct their behaviour so they can engage fully in their learning and make progress.	<i>No serious incidents recorded on SIMS Pass all PSP targets No more than 4 negative SIMS for each fortnight of the monitoring period</i>	4 weeks	2 weeks

During Levels 3, 4 or 5 – review dates and meetings can be brought forward if pupil is at risk for failing the pre-PSP or PSP targets.

Pupils who fail to meet the success criteria of Levels 1 or 2 will automatically move on to the next Level.

Pupils who fail to meet the success criteria of Level 3 will move on to Level 4 but the following checklist must be completed:

- ❖ Parent meeting
- ❖ Self attributes questionnaire completed and strategies shared with teachers
- ❖ Appropriate targets set and reviewed
- ❖ Learning assessment completed and strategies shared with teachers
- ❖ Risk assessment completed

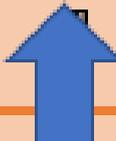
SUPPORT & MONITORING PACKAGES

The support and monitoring packages on offer at each level will focus on 5 strands:

- a. Parental engagement
- b. Self attributes
- c. Environmental changes
- d. Developing learning goals – Competence, Relatedness and Autonomy
- e. Other interventions/ support

Appendix 3: Sanctions Ladder

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<p>Serious Incidents</p>	<p>Step 5</p> 	<p>Record on SIMs Contact On-call Email witness statement to HoY and SLT Phone call home Meeting with parent Appropriate sanction issued Action by: HOY/SLT</p>
<p>Referral to the IER <i>(for behaviour which is continuing to disrupt others)</i></p>	<p>Step 4</p> 	<p>Record on SIMs Phone call home Meeting teacher/pupil to resolve issues prior to next lesson Appropriate sanction — School or SLT detention Action by: HOY/HOD</p>
<p>Whole school detention involving Parents/Carers</p>	<p>Step 3</p> 	<p>Record on SIMs Dept. Parking Red card issued Parents informed by phone/email Action by: Teacher/HOD/HOY</p>
<p>Teacher sanction</p>	<p>Step 2</p> 	<p>Record on SIMs Pupil sits break/lunch time detention Action by: Teacher</p>
<p>Teacher warning (up to 3)</p>	<p>Step 1</p> 	<p>Record on board (if possible), give pupil opportunity to redeem behaviour Action by: Teacher</p>
<p>Good behaviour</p>		<p>All expectations being followed</p>

Dangerous, abusive or violent behaviour will always go straight to Step 4 as a minimum sanction.

Appendix 4: Positive Behaviour Categories

Members of staff will find every opportunity to praise and reward pupils wherever possible (rule of thumb: 4 to 1 positive comments)

Positive SIMs points are split into 3 tariff bands:

Band 1 – 1 positive point – everyday praise

Band 2 – 2 positive points – specific incidents that merit praise or longer term positive behaviour

Band 3 – 3 positive points – a specific one-off high level positive contribution to the school community or to teaching and learning or longer term exemplary behaviour

Band 1

- 100% attendance for the previous week
- 100% punctuality for the previous week
- 0 behaviour points for the previous week
- Passed tutor/HOY report
- Excellent class work
- Excellent participation
- Excellent homework
- Improvement in Conduct

Band 2

- Consistently good behaviour (Tutor) on half termly basis
- Consistently good work (Tutor) on half termly basis
- Consistently good homework/uniform (Tutor) on half termly basis
- Improvement in attendance/punctuality
- Helpfulness around school

Band 3

- Representing the school or serving the school community
- 100% Attendance (termly)
- 0 Behaviour points (termly)
- Consistently outstanding work and effort (termly)
- 0 behaviour points for homework (tutor - half termly)
- 100% Punctuality (termly)
- Praise postcard
- Passed Accelerated reader target

Appendix 5: Negative Behaviour Categories

In the interests of consistency, poor behaviour is categorised according our whole school expectations. Each one of the FIVE expectations is split into three bands depending on its severity and SIMs points are allocated accordingly:

Band 1 – 1 negative point – minor infringements

Band 2 – 2 negative points – more serious infringements

Band 3 – 3 negative points – very serious infringements

The categories 6 & 7 refer to serious incidents and they will always carry the greatest tariff.

1. **Learning comes first** - 1, 2, 3
2. **Respect yourself and respect each other, and use only positive language** - 1, 2, 3
3. **Follow instructions of all staff at once, and at all times** - 1, 2, 3
4. **Be on time: learning starts within 90 seconds of the bell** - 1, 2, 3
5. **Move around the school safely and quietly: keep hands, feet, objects to yourself** - 1, 2, 3
6. **Serious Incidents** - 3
7. **Racist/Homophobic/Sexist/Sexualised language/ Bullying** - 3

Appendix 6: Pastoral Support Plans

Rationale

Pastoral Support Plan (PSP) serves to support and monitor a pupil whose behaviour is proving to be a barrier to their learning and progress. A Pastoral Support Plan can be triggered in a number of ways:

- a. If a pupil's behaviour fails to change with early intervention and they consequently work their way through the levels of the Behaviour Triangle (*see appendix 2*)
- b. After a one off serious incident that could have resulted in a Permanent Exclusion, but circumstances have mitigated into a fixed term exclusion and intensive pastoral intervention.
- c. If a pupil is placed at Frederick Bremer through the Fair Access Panel.

The PSP will focus on the behaviour causing the greatest concern and will always require parental engagement and input from a Local Authority representative, but more importantly requires full engagement from the pupil themselves.

Roles

Pupil will be active in setting the targets and included in all meetings surrounding the PSP.

Parent/Carer will be present at all review meetings to ensure they have input into the PSP and will agree on their role and actions they will put in place outside of school.

Behaviour Manager prepares the paperwork, chairs the meetings and manages the minutes.

Head of Year is responsible for leading, reviewing and monitoring the PSP. They act as the first point of contact for staff as they will ensure that all strategies are followed by staff.

Behaviour Mentor may be involved as a designated key worker who will make regular contact with home to share any successes and next steps as part of the PSP.

Local Authority representative will attend all meetings to act on behalf of the pupil and parent/carers in terms of their rights to education and the potential outcomes should the PSP fail.

PSP Checklist

Every PSP will contain the following elements to ensure that any and all barriers to learning are addressed, but to ensure that the pupil and parents/carers positively engage with school:

- a. Parental engagement
- b. Self attributes – strategies shared with staff to use in planning for learning
- c. Environmental changes – change in seating plan, presentation of work, respite placements etc.
- d. Developing learning goals – **Competence** (*Pupils build the belief that they can be successful in their learning*), **Relatedness** (*pupils should be able to see the links between the targets we are setting for them and creating a sense of belonging to the Bremer community*) and **Autonomy** (*Pupil's work with key staff to develop their own goals, decide on strategies to achieve them and develop the ability to identify the benefit of doing the right thing*)
- e. Other interventions/ support – learning assessment, EP assessment, Early Help intervention etc.

Timelines

A PSP will run for no more than 2 terms and will require review meetings to take place every 6 weeks. Review meetings may be brought forward if a serious breach of the targets occurs.

Appendix 7: Serious Incident Protocol

The purpose of this protocol is:

To maintain the safe and orderly environment required if pupils are to achieve good educational outcomes.

To ensure parity, consistency and fairness in decision making.

To identify some of the relevant factors that will be considered in when making the decision as to whether to exclude and, if a decision to exclude is made, the length of the exclusion.

Duration

Consistent with the starting point set out above, exclusion should be as short as reasonably possible. OFSTED inspection evidence suggests that 1-3 days is usually sufficient. With this in mind, the duration will be allocated as follows taking into account aggravating/ mitigating circumstances:

1st incident – **1 day**

2nd incident – **2 days**

3rd incident – **3 days**

4th incident – **4 days**

5 days can only be allocated where we are considering the pupil for permanent exclusion

Decision to exclude

Exclusion should only be used when the conduct of the pupil (taken together with any aggravating personal factors) is so serious that only exclusion is appropriate.

In some cases an incident of misconduct will be driven over the exclusion threshold once a pupil's previous conduct is taken into account.

Conversely, a pupil's conduct may be so serious that, as a starting point, exclusion is justified however their personal mitigation permits the Headteacher to take a less serious course. Similarly personal mitigation may reduce the length of an exclusion.

Reason for exclusion

The *National Standard List of Reasons for Exclusions* is the authority for misconduct for which a punishment of exclusion should be the starting point of a Head teacher's considerations. This checklist is based on that guidance

- | | | |
|----|--|--------------------------|
| a. | Physical assault against pupil | <input type="checkbox"/> |
| b. | Sexual misconduct | <input type="checkbox"/> |
| c. | Physical assault against adult | <input type="checkbox"/> |
| d. | Drugs and alcohol related | <input type="checkbox"/> |
| e. | Verbal abuse/threatening behaviour against pupil | <input type="checkbox"/> |
| f. | Theft | <input type="checkbox"/> |
| g. | Verbal abuse/threatening behaviour against adult | <input type="checkbox"/> |
| h. | Persistent disruptive behaviour | <input type="checkbox"/> |
| i. | Bullying | <input type="checkbox"/> |
| j. | Damage | <input type="checkbox"/> |
| k. | Racist/ Homophobic abuse | <input type="checkbox"/> |
| l. | Other | <input type="checkbox"/> |

Aggravating circumstances

- a. Group activity (especially where in control)
- b. Recruitment of others or encouraging others to join in
- c. Vulnerable victim
- d. Pre-planned cause of conduct; sophistication
- e. Persistent conduct
- f. Ignorance of warnings/failure to respond previous "chances"/sanctions
- g. Racial abuse; abuse based on gender, religion, sexual, disability
- h. Prevalent behaviour which needs to be deterred
- i. Unprovoked violence
- j. Deliberate disruption of learning environment
- k. Incident took place outside school, witnessed by the public

Mitigating circumstances

- a. Very young
- b. Previous good record
- c. Behaviour represents a "blip" in a period of improved behaviour
- d. Stress or difficult personal circumstances
- e. Provocation (in limited circumstances)
- f. Remorse, early acceptance of responsibility; apology
- g. Pupil willing or able to respond to other measures
- h. Spontaneous and unsophisticated conduct.
- i. Conduct or behaviour by another (e.g. pupil, staff, visitor) which was itself, unfair, unacceptable or in breach of set down guidelines

Proposal for SLT consideration: Please include the length of exclusion you are proposing be it, fixed term or internal and any other information to support the sanction.

Head of Year signature:

Length of exclusion agreed:

SLT signature: _____

Appendix 8:

Banned Items

As we are a caring school, there are certain items that we do not allow onto the school premises for Health and Safety reasons and / or because valuable teaching time can be lost when items are misplaced.

We request that Parent / Carers ensure that the following items are **NOT** brought into school under any circumstances. We therefore do not accept responsibility for any missing or stolen items that are listed below. Confiscated food and drink will be disposed of.

Pupils will be sanctioned for bringing these items into school and **WILL** have them confiscated. We operate a **Red** bag policy for confiscated items.

RED BAG – item collected by parent / carer **AT THE END OF THE WEEK.**

- ❌ **Mobile phones (Pupils are permitted to use the phone in the school office in an emergency).**
- ❌ **Music devices and earphones**
- ❌ **Large amounts of money (no more than £10)**
- ❌ **Expensive ICT devices.**
- ❌ **Electronic equipment including portable games consoles**
 - ❌ **Fidget spinners** – will be permanently confiscated
- ❌ **Cigarettes, E – cigarettes, lighters and matches.**
- ❌ **Stink bombs**
- ❌ **Lasers of any description**
- ❌ **Chewing gum**
- ❌ **Energy Drinks (Red Bull, Monster etc.)**
- ❌ **Knives, screwdrivers, tools or items that may cause harm.**
- ❌ **Tattooing ink or needles**

***NB:** Possession of some of these items may incur a more serious sanction including Permanent exclusion*



In addition, pupils are not allowed to:

- ❌ **Wear excessive jewellery or body piercing (please see the uniform guide)**
- ❌ **Buy or sell items to other pupils**
- ❌ **Lend or borrow money.**
- ❌ **Play penny up**

Either on the school premises or travelling to and from school. **THIS LIST IS NOT**

Appendix 9: Parent/Carer Agreement

Parent/Carer expectations

At Fredrick Bremer, we place a great deal of importance on working closely with the parents/carers of the young people at our school. We look to develop strong links with home and we expect high standards of engagement from the carers within our school community. Our expectations are designed to maximise the success of pupils and are, therefore, obligatory to all members of the school community. In accordance with these expectations parents/carers must agree to fulfil the responsibilities laid out below.

As a parent/carers member of the Frederick Bremer community, I will ensure that...:

- ❖ my child attends school every day.
- ❖ my child wears the correct school uniform. (see uniform policy)
- ❖ my child has all the correct learning equipment required for every lesson.
- ❖ I support the School's behaviour expectations and will support my child in meeting these expectations.
- ❖ I provide a suitable environment for my child to work at home.
- ❖ my child completes their homework on time and to the highest standard.
- ❖ I attend Parent's evenings and any other parent meetings to discuss my child's progress.
- ❖ I provide the school with up to date contact details and inform them of any changes.
- ❖ I have an active School Gateway account to receive correspondence and academic reports from school.
- ❖ I will communicate with staff at the school in a polite and professional manner.

Appendix 10: Pupil Expectations

At Fredrick Bremer, we place a great deal of importance on developing the personal and social skills young people need in order to become positive citizens. We expect high standards of behaviour from all our stakeholders and therefore our expectations are designed to maximise the success of pupils and are, therefore, obligatory to all members of the school community. In accordance with these expectations pupils must agree to fulfil the responsibilities laid out below.

As a member of the Frederick Bremer community, I will...:

- ❖ follow the school rules at all times.
- ❖ follow instructions the first time they are given.
- ❖ be polite and respectful to all pupils and members of staff.
- ❖ work hard to make progress every day in every lesson.
- ❖ be on time to all lessons.
- ❖ respect the right of all pupils to learn.
- ❖ move around the building safely and calmly.
- ❖ be prepared for learning with correct uniform and equipment. (see key equipment list)
- ❖ attend school on time every day.
- ❖ complete all homework to the highest standard.
- ❖ respect each other's race, culture, gender and sexual orientation.
- ❖ look after the school building and equipment
- ❖ ensure that my behaviour is exemplary when travelling to and from school.

I understand that sanctions may be applied should I fail to meet the expectations of behaviour above.