



South Bromsgrove High
Inspiring Confidence Through Learning

South Bromsgrove High

Behaviour Policy

Adopted by the Governing Body
Reviewed by the Governing Body
Next Review
Policy responsibility

November 2009
June 2020
24th September 2020
Deputy Headteacher –
Pastoral & Welfare

South Bromsgrove High is committed at all times to the highest standards in protecting and safeguarding the welfare of the young people entrusted to its care and aims always to realise its mission to provide a safe and supportive environment where there is an expectation that students behave responsibly, safely and respectfully.

Aims

- To create a culture of exceptionally good behaviour, kindness, tolerance and empathy.
- To ensure that all learners are treated fairly and shown respect, to promote good relationships.
- To encourage learners to be responsible for their behaviour and the consequences of it.
- To build a supportive and cohesive community through improved relationships.
- To ensure that excellent behaviour is a minimum expectation of all students.

Purpose

The purpose of this policy is to provide simple, practical procedures for staff, learners and parents/carers that:

- Positively reinforce behavioural norms
- Promote self-discipline and self-esteem
- Teach appropriate behaviour through positive interventions
- Promote the use of restorative principles and practice

Legislation and statutory requirements

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

- Behaviour and discipline in schools
- The Equality Act 2010
- Searching, screening and confiscation at school
- Use of reasonable force in schools

It is also based on the Special Educational Needs and Disability (SEND) code of practice.

Expectations

Students should be:

- Ready – be on time to school, wear correct uniform, have appropriate equipment for lessons
- Respectful – use appropriate language, show kindness and respect to others, listen to others
- Safe – move calmly around the building, follow instructions

Practice and Procedures

1. South Bromsgrove High believes that behavioural issues need to be dealt with by appropriate staff as close to source as possible. A staged approach and the Behaviour Framework and Blueprint provide clear guidelines on staff responsibilities, defines poor behaviour and the appropriateness of actions and consequences. This procedure will apply to student behaviour on and off-site whilst they are representing the school.
2. BROMCOM is used to record in detail, all incidents of poor and positive behaviour, to provide concise student behavioural records. Parents are able to access behavioural information on their children using the BROMCOM parent log in.
3. Positive behaviour will be rewarded with phone calls home, postcards, praise, school awards, letters and house points.
4. In instances of poor behaviour, sanctions might include detentions, re-routes, inclusion, confiscation or exclusion.
5. A well organised, staffed and resourced Pastoral Detention (lunchtime and after school), SLT Detention (after school) and Inclusion System operates in school to provide a 'certainty' to the consequences embedded within the Behaviour Framework.
6. Students will be placed on a staged reporting system dependent upon the nature of the action and how much intervention has already occurred.
7. Student Support and an 'on call' member of the Senior Leadership Team are available to deal with any call outs from staff during lesson time.
8. Parents will be kept informed of any concerns with their child's behaviour via subject teachers and the pastoral system. They will be encouraged to work with the school and their child to overcome the behaviour problems.
9. The school fully supports the Worcestershire County Council Education Guidance on the Use of Positive Handling Strategies to Control or Restrain Pupils.
10. The school is committed to following Worcestershire County Council Safeguarding Children Board Child Protection Procedures in order to ensure the welfare of all students. We will endeavour to build relationships with local agencies in order to ensure continuing confidence and trust in the school as a caring and fair institution.
11. The school recognises its legal duty under the Equality Act 2010 and in respect of safeguarding and supporting students with special educational needs. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.
12. Individuals who cannot comply with the COVID-19 code of conduct (Appendix B) will be sent home and this will be recorded as a temporary exclusion in accordance with the school's Exclusion Policy. Readmission meetings will take place with the student prior to their next timetabled session to decide if it would be appropriate for them to re-join their Learning Bubble.

Policy links

This policy links with a number of other school policies including:

- Exclusions
- Shared Respect Policy
- Safeguarding Policy

Date Policy agreed	June 2020
Review Date	June 2021
Staff responsible for the Policy	Deputy Headteacher – Pastoral & Welfare
Link Governor	Alyson Jewson

Appendix A – Behaviour Blueprint



Our Value Message

To develop polite, well rounded and resilient young people who, through hard work and determination, make excellent progress.

"This is how we do it here"

When adults change, everything changes.

CALM, CONSISTENT ADULT BEHAVIOUR

FIRST ATTENTION TO BEST CONDUCT

Visible Adult Consistencies

1. Meet & greet
2. Headteacher/SLT at gate
3. Visibility of staff around the building and on duty

Rules

1. Ready
2. Respectful
3. Safe

Over & Above Behaviours

1. Phone call home
2. Postcards/ email home
3. Praise

Stepped Sanctions

**TELL YOURSELF
"YOU'VE GOT THIS!"**

1. **Reminder** –
Ready, Respectful, Safe
2. **Caution** –
Explaining that there will be a sanction to follow
3. **Last chance** –
30 second script
4. **Time out** –
Take back time
5. **Restorative conversation** –
To take place as soon as possible

Microscript

30 Second Intervention

**CHECK IN WITH YOURSELF
CHECK YOU ARE CALM
CAN I DO THIS?
YES, I'VE GOT THIS**

I have noticed that.....we are halfway through a lesson and you have not completed any work. During the last lesson you completed some very good work, so we know you can do this. You know the school rules and you are not showing me ready. This is your last chance, if when I return, you have not started your work there will be a sanction. There is no choice about rules and sanctions. There is a choice about your behaviour.

**WALK AWAY TO EXPECT
COMPLIANCE.**

Restorative Questions

1. What has happened?
2. Who has been affected?
3. How have they been affected?
4. What needs to happen to make things right?
5. What will we do differently next time?
6. Re-affirm your commitment to the relationship

Appendix B

Covid-19 Code of Conduct

We are very much looking forward to welcoming you back to school and supporting you with your studies. However, as our main priority is keeping you and others safe while you are at school, we need you to agree to follow everything below:

Being in school

- I will respect the 'bubble' principle that the school have put in place to ensure everyone's safety. I will not try to leave the bubble whilst in school or try to enter any other bubble. I will not congregate with students in other bubbles outside the school building before or after sessions.
- I will arrive on time, and no more than 5 minutes before my designated session time and I will maintain a 2 metre distance from all other students.
- I will enter and leave the school through the door that I have been told to. I will follow the instructions of my bubble teacher regarding social distancing and handwashing.
- When asked to by my bubble teacher, I will go straight to the classroom that I have been given and sit in the seat that has been assigned to me.
- I will not leave my designated classroom without permission.
- I will keep at a distance of at least two metres apart from teachers and other students at all times (except in an emergency).
- I will follow the teacher's instructions when asked to do so without questioning them or requiring an explanation from them.
- I will wash my hands with soap and water for a minimum of 20 seconds when told to do so. I know that I will have to do this when I enter the school building, following my bubble teacher's instructions.
- I know that I must not come into school (or onto the school grounds) at any time other than the time given to me.
- I will wear my own clothes (not school uniform) and wash them when I get home. I will choose clothes that are appropriate for school.

Being Prepared

- I will bring pens to use and will not share equipment or ask to borrow equipment from other students.
- I will bring enough water to last me for the time I am in school, as the water fountains will be out of use.

If I...

- sneeze I will catch it in a tissue, immediately put the tissue in a bin and wash my hands for at least 20 seconds. If I have no tissue, I will sneeze into the inside of my elbow and turn away from anyone close to me as I do so.

- need to blow my nose I will immediately put the tissue in a bin and wash my hands for at least 20 seconds.
- cough I will catch it in a tissue, immediately put the tissue in a bin and wash my hands for at least 20 seconds. If I have no tissue, I will cough into the inside of my elbow and turn away from anyone close to me as I do so.
- need the toilet, I agree to be accompanied to the outside of the toilet by a member of staff. I know that there will be a designated toilet for me to use, depending on where in the building my classroom is, and that I will wash my hands for at least 20 seconds afterwards.
- feel unwell whilst at school, I will inform my bubble teacher immediately.
- have any Covid-19 symptoms, including a new, continuous cough, a high temperature or a loss or change to taste and/or smell, I will stay at home and my parents/carers will contact the school immediately.

When I am not in school

- I will continue to complete the work set for me by my teachers at home, and to take part in Teams lessons. I know that the in school sessions are to enhance, not replace this learning.

We know this is unlikely, but...

- I know that if I cannot agree to what is set out in this document by signing, then I will not be able to return to school.
- If I do not follow what is set out here, or refuse to follow the instructions of a member of staff, I will be sent home and I will not be permitted to return. I understand that in these circumstances, second chances and warnings are not possible as they risk other people's safety.
- If I am not permitted to return to school as a result of my behaviour, it will count as an exclusion, as the school has to record it in this way.

Student signature: _____

Parent signature: _____

Date: _____