

## BEHAVIOUR POLICY

### Context

At Bromsgrove, we believe in the celebration and reinforcement of positive behaviour, and in the importance of children understanding, negotiating and owning the consequences of their actions. We also believe that every member of the school community has a right to feel safe and happy in school, and to achieve their potential, without detriment from others.

We reject unequivocally any behaviour which is violent, aggressive, bullying or prejudicial, and take very seriously any such instances. However, wherever possible, we believe that de-escalation is key, punishment is counterproductive, and consequences should be formative and with lasting impact.

This policy is not intended to include underachievement, non-completion of work or insufficient uptake of ELOs/ILTs. Such academic issues would be dealt with separately and individually by the class teacher, with the support of the relevant HOF and/or AP, and communicated fully to parents.

### In practice: Primary

In line with our positive approach to behaviour students Primary have an academic and non-academic reward system.

**Academic recognition and reward** - students collect individual house dojo points for display achievement and effort in the classroom eg answering a question, working well in a group, presenting well, etc. The accumulation of these housepoints are converted into 4 levels of certificate each term: bronze, silver, gold and platinum. This includes displaying the learner traits in an academic way. Certificates are celebrated in assemblies.

**Non-academic personal traits, behaviours and manners** - each class collectively collects virtual marbles in their marble jars. Each jar filled results in a reward for the whole class, with the rewards getting bigger each time. The class must work as a team to try and fill all 5 jars in a term. Examples of why you may receive a marble include, but are not limited to, being a good friend, helping someone, saying please and thank you, good table manners, asking someone to play, holding open a door, tidying the classroom without being asked, etc.

Where a student's behaviour is inappropriate, the following flowchart will be followed, with the amount of time spent at any stage flexible and wholly dependent on the behaviour, the child and the context.

1. The student is reminded of the appropriate behaviour, and encouraged to modify their behaviour.
2. A discreet discussion should take place between the teacher and the student, with the aim of the student acknowledging poor choices and deciding proportionate consequences. The teacher will put their name on the board if needed, and a tick. If 3 ticks are accumulated this is escalated to phase leader or Principal. This is for low level disruptive behaviour.
3. If a child continues to display inappropriate behaviour it will be escalated to the Primary Principal.
4. For gross misbehaviour the Headmaster will meet with all relevant parties, and discuss whether or not we can continue to provide for the child's needs at the school. If, after reviewing all the evidence of the incident, it is decided that a suspension from school is warranted, the Headmaster will decide upon the length of the suspension, appropriate to the incident and this will normally range from one day to seven days. The suspension will normally be served at home for day students and weekly boarders, or in school for full boarders. At all times, during the suspension period, the child will be isolated from their peers at all times in the Academic Services Office or the Boarding House, working independently. The parents will be informed of this suspension by formal letter. In addition, the child will be referred to the school counsellor for help and support due to the seriousness of the behavioural incident.
5. In extreme cases, the parent will be asked to withdraw their child with immediate effect from school if, after meeting with all relevant parties, the Headmaster believes that this course of action is in the best interests of both the child and the school.

### In practice: Secondary

This table supports staff, students and parents to understand the sanctions that will be used when student behaviour needs to be addressed.

Sanction	Behavioural examples
<b>Stage 1:</b> Warning from class teacher / form tutor	Low-level disruption such as: lateness, poor work, lack of equipment, unkind comments, using mobile phone/ device without permission, not speaking in English.
<b>Stage 2:</b> Lunch time detention	When students have been warned and fail to follow instructions continually. Or To be used as an opportunity for students to complete overdue work, or redo work that has been submitted but is deemed to show a lack of effort.
<b>Stage 3:</b> Lunch time detention: DoS (or DoSF when appropriate)	To be used following 3 Stage 2 detentions within a term. Or To be used when the behaviour is serious enough to warrant a more severe sanction such as; swearing, misuse of school property, misuse of mobile phone or device etc...

<p><b>Stage 4:</b> After School detention with HoS</p>	<p>To be used after the second issuing of a Stage 3 detention. Or For persistent poor behaviour at the discretion of the middle leader such as: ongoing failure to complete independent work, persistent poor behaviour while on report etc... Or Serious offences such as: swearing directed at another member of the school community,</p>
<p><b>Stage 5:</b> Saturday detention with Headmaster.</p>	<p>To be used on the second issuing of a Stage 4 detention. Or For persistent poor behaviour at the discretion of the Senior Leadership Team such as: failure to comply with the school rules, persistent resistance to support measures put in place within the school. Or As part of a broader sanction such as a suspension following a serious breach of the school rules.</p>

Where the incident being dealt with is deemed to be serious, such as the use of use or possession of drugs, alcohol or weapons, or physical aggression then the sanctions will be superseded and the case will be dealt with discreetly.

In some circumstances it is necessary for a suspension from school to be issued to a student. After reviewing all the evidence of the incident, it may be decided that a suspension from school is warranted, the Headmaster will decide upon the length of the suspension appropriate to the incident and this will normally range from one day to seven days. The suspension will normally be served at home for day students and weekly boarders, or in school for full boarders. During the suspension period, the child will be isolated from their peers in the SIC or the Boarding House, working independently. The parents will be informed of this suspension by formal letter. In addition, the student will be referred to the school counsellor for help and support due to the seriousness of the behavioural incident.

In extreme cases, the parent will be asked to withdraw their child with immediate effect from school if, after meeting with all relevant parties, the Headmaster believes that this course of action is in the best interests of both the child and the school.

Incidents of inappropriate behaviour are few and far between at Bromsgrove, but the above steps are intended to deal effectively, positively and in a student-centred manner with any incidents that do arise.