



SECONDARY SCHOOL BEHAVIOUR POLICY

Context

At Bromsgrove, we believe in the celebration and reinforcement of positive behaviour, and in the importance of children understanding, and owning the consequences of their actions.

Encouraging positive behaviour

We have high expectations of the students at Bromsgrove, and our main aim is to support students to meet these expectations so they can flourish and meet their full potential.

When students meet our expectations this should be praised and celebrated, and so the House Point system that uses the Learner Profile Attributes is an important part of our behaviour policy.

The number of House Points accumulated by students are recorded and milestones are celebrated through assemblies.

We have a range of positive postcards and certificate templates that staff can use to congratulate students for their achievements. In addition we encourage staff to communicate positively with parents as frequently as possible. The impact of a positive phone call can never be underestimated.

Behaviour Management at Bromsgrove

We 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. To maintain a positive learning environment students should be accountable for their behaviour, and any behaviour that restricts or limits learning should be addressed.

Form tutors, Heads of Key Stage and the Assistant Heads have access to the Day Book to monitor behaviour issues and potential patterns emerging through the incidents recorded. In addition the Assistant Head of Secondary (Pastoral) is the Deputy Designated Safeguarding Lead and in conjunction with the Head of Secondary / DSL they review and monitor CPOMS incidents to cross reference Day Book incidents and counselling referrals.

The weekly Pastoral Briefing involves the Head of Secondary, Assistant Heads of Secondary, Heads of Key Stage, the Head of Boarding, Housemistress, Housemaster, the Head of Inclusion and the school counsellors. Student concerns and specific cases are raised and discussed so that all key members of staff are aware of ongoing and emerging concerns and actions. By having this range of staff involved in discussions we can ensure that all the needs of the students are considered when actions and support are put into place.

Students with the SEND all have an IEP and these students are denoted on the SMS Engage with an icon to flag teachers of their support needs. Their needs can then be considered by teachers when logging a concern.

We do not tolerate any behaviour which is violent, aggressive, or prejudicial, and take very seriously any such instances.



Bullying

Our definition of bullying is the *repeated use of words, actions or online taunting to intentionally do harm to another member of the school community.*

Further details can be found in the Anti-Bullying Policy.

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
Warning from class teacher / form tutor	Low-level disruption such as: lateness, poor work, lack of equipment, distracting behaviour, using a mobile phone/ device without permission, not speaking in English etc ...
<p>Teachers are encouraged to use warnings at their professional discretion. When a student needs to be reminded about the behavioural expectations more than once then the teacher should proceed to move to a Stage 1 detention.</p> <ul style="list-style-type: none">• Incidents should be recorded on the Daybook so that any patterns can be picked up on and the full picture is available to be reviewed.• Form tutors should be checking the Daybook regularly in order to follow up with notes.• Middle Leaders should also be checking regularly in order to follow up with any concerns. Follow up conversations form a significant part of our behaviour management policy.• Focus on the next steps for the student.• Be encouraging and positive.	
Stage 1: Lunch time detention (30 Minutes)	<p><u>Academic Detention</u> When the detention has been issued for behaviour that has affected a lesson, a student's learning or when the detention is related to Homework then an <u>Academic Detention</u> should be issued.</p> <p><u>Pastoral Detention</u> When the detention has been issued for a pastoral matter (created by the Form Tutor or any other staff member for poor behaviour outside of the classroom) then a <u>Pastoral Detention</u> should be issued.</p>
<p>It is expected that the member of staff issuing the detention will complete the following steps.</p> <ol style="list-style-type: none">1. Put details onto the Daybook and schedule the detention.2. Set an appropriate task for the student to complete in detention.3. Communicate with parents, either by call or email.4. Have a positive conversation with the student to discuss next steps and moving forward.	



Sanction	Behavioural examples
Stage 2: Lunchtime detention with HOF / HOKS (full lunch time)	To be used following 3 Stage 1 detentions within a term (or at the discretion of the Middle Leader).
It is expected that the Middle Leader issuing the detention will complete the following steps. <ol style="list-style-type: none">1. Details will be added onto the Daybook.2. Parents should be informed.	
Stage 3: Lunch time detention with an Assistant Head (full lunch time)	To be used if the student is still unable to make changes in their behaviour and approach. Or For persistent poor behaviour at the discretion of the AHOS such as: <i>ongoing failure to complete independent work, persistent poor behaviour while on report etc...</i>
It is expected that the Assistant Head issuing the detention will complete the following steps. <ol style="list-style-type: none">1. Details will be added onto the Daybook.2. Parents should be informed and invited to discuss the situation to avoid further sanctions.	
Stage 4: After School detention with HoS	To be used after the second issuing of a Stage 3 detention. Or For serious offences such as: <i>swearing directed at another member of the school community.</i>
It is expected that the Assistant Head in conjunction with the Head of Secondary will complete the following steps. <ol style="list-style-type: none">1. Details will be added onto the Daybook.2. Parents should be informed and invited to discuss the situation to avoid further sanctions.	
Stage 5: Saturday detention with Headmaster	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: <i>failure to comply with the school rules, persistent resistance to support measures put in place within the school.</i> Or As part of a broader sanction such as a suspension following a serious breach of the school rules.
It is expected that the Head of Secondary will complete the following steps. <ol style="list-style-type: none">1. Details will be added onto the Daybook.2. Parents should be informed and a meeting with the Head of Secondary will be scheduled.3. The school counsellor will work with the student to modify their behaviour and make better choices in the future.	

Investigations

If a search of a student's bag or locker is required, then this can be conducted by the Head of Secondary, an Assistant Head of Secondary or a Head of Key Stage. For any searches two of the listed staff must be present.

If CCTV needs to be viewed as part of an investigation the following people staff can review - Head of Secondary, an Assistant Head of Secondary or a Head of Key Stage. Two of the listed staff must be present to view the CCTV together.

Serious behaviour breaches / suspensions

Where the incident being dealt with is deemed to be serious, such as the use or possession of drugs, alcohol or weapons, or the use of 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 collected related to 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 be served at home for day students and weekly boarders, or in school for full boarders. During the suspension period, the student 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 conjunction with a conversation.

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.