

BRENTFORD SCHOOL FOR GIRLS

BRENTFORD 6th FORM

"TOP 100 NON-SELECTIVE STATE-FUNDED SCHOOLS IN THE COUNTRY"
NICK GIBB, MINISTER OF STATE FOR SCHOOLS (FEBRUARY 2016)



POSITIVE BEHAVIOUR POLICY

DATE: JUNE 2017

DATE FOR REVIEW : JUNE 2019

Overall Purpose

This policy takes account of all the statutory legislation and best practice identified in the 'Behaviour and Discipline in Schools' guidance produced by the DFE (January 2016). The purpose of the 'Brentford Positive Behaviour policy' the values of the Brentford Girl and ensure that we have a strong, focused, purposeful and safe learning environment which all students, staff and parents feel part of.

Imagine the future Brentford Girl; she thrives on challenge and has a desire to fulfil her learning potential; she is able to think independently and is confident in her social and academic capability; she is emotionally aware and emotionally intelligent; she is capable and dependable; she is resourceful and inquisitive; she embraces the technological world as a global village and is ready to interact with others in the local and worldwide community; she accepts the welfare of others as her responsibility; she understands the need for sustainable living both locally and globally; she is ready for life in the future – whatever that may be. She is the centre of our vision and will remain the very core of our being and purpose.

Brentford School for girls has taken account of the DFE best practice guidance on developing a behaviour policy in schools (2016), ensuring that the purpose of the policy is focused on creating a learning environment where there is:

Good behaviour, self discipline and respect

A focus on preventing bullying

Students are completing assigned work

The conduct of pupils is always regulated

Teachers and school staff have clear guidance and training on how to discipline students

Parents are clear about the schools expectations and responsibilities

Explanation of the school's rewards and sanctions systems

Support provided for students with challenging behaviour or SEN

Aims

- To ensure that behaviour is always outstanding across the school
- To ensure a high standard of behaviour as a basis for effective Teaching and Learning and all pupils complete work
- To ensure all pupils feel valued and safe in all areas of the school
- To ensure that there is clarity for all members of staff, students and parents around the schools expectations
- To establish a high level of consistency across the school in the management of behaviour
- To reward good behaviour and ensure that this is high profile
- To develop in pupils a sense of self discipline and an acceptance of responsibility for self and the school environment
- To ensure a culture of mutual respect for all members of the school community
- To ensure all students demonstrate exemplary behaviour beyond the school gates

Implementation

We will:

- Provide an appropriate and challenging curriculum which enables all pupils to work effectively
- Ensure that the basis of all lessons focuses on the management of positive behaviour
- Ensure all members of staff have a clear understanding of the schools rewards and sanctions systems and of the policy, including new staff, regardless of when they take up their post
- Use the specified rewards and sanctions system fairly and consistently with an emphasis on praise and celebration of positive behaviour (1 to 3 rule)
- Produce regular reports , Heads of Year (Weekly for form tutors), half termly reports (SLT line manager and Assistant Headteacher in charge of behaviour and attendance) Actions will be taken from these
- Deploy all internal and external support staff to give advice and support to students who require additional help and support
- Ensure that the administration system effectively supports the management of the sanctions and rewards systems
- Involve parents in the promotion of positive behaviours through the Home/School Agreement, regular contact by email/phone/letter/interview and the use of the journal
- Ensure high visibility of student expectations and regularly reinforce through assemblies, tutor times, lessons, and interactions with staff and visitors. 'At Brentford we expect..... '

MONITORING

All members of staff are responsible for the implementation and monitoring of the school behaviour policy. This monitoring will be carried out in the following way

- Class teachers will regularly monitor classroom behaviour and ensure intervention and support is in place where required. Incidents, positive and negative will be reported on Sims
- Tutors will monitor weekly behaviour reports noting the number of positive and negative incidents for phone calls home, tutor report and referral to Head of Year.
- Subject Leaders and Heads of Year monitor data on achievement and behaviour weekly and following data collections(achievement), analyse this and put in the necessary actions were required
- Senior Leaders will monitor the actions of subject leaders and , through the use of the behaviour and achievement reports , to ensure that actions are fulfilled and improvements made
- The Assistant Headteacher in charge of Behaviour and Attendance will monitor the effectiveness of the policies, interventions (Including external agencies), behaviour and rewards systems in order to bring about improvements where required
- Monitoring weeks will help to support in the monitoring of this policy

- Regular behaviour for learning monitoring walks are undertaken by the Heads of Year and SLT lead on behaviour
- Use of proactive monitoring SIMs dashboard by administration team

Evaluation

- Through weekly year team meetings –Heads of Year
- By SLT, through line management of the Heads of Year and subject leaders
- Evaluation of impact reports in the Closing the Gaps carried out through line management of the HoY's
- Assistant Headteacher reporting half termly on behaviour and attendance
- Evaluation of actions taken from monitoring weeks
- Termly SEF review and year planning cycle

Record Keeping is an important feature of this policy. Records are kept to support a broader understanding of the strengths and areas for development around this area, both at an individual student level and to support with whole school strategy

- A record will continue be kept by the Head teachers PA of all internal, fixed and permanent exclusions
- Records of those attending detentions will be kept by the administration team
- Records of all bullying, racist or homophobic will be kept the Headteachers PA
- Record of rewards and house points will be kept by Heads of Year

RELATED POLICIES

- Curriculum
- Teaching and Learning
- Exclusions
- Anti-bullying
- Equal Opportunities and Race Equality Policy
- Child Protection
- E- Safety

Sanctions Systems

Failure to adhere to the schools behaviour policy may result in a number of sanctions being applied. The schools preference is always to work with the child to prevent any misdemeanour occurring and therefore the promotion of positive behaviour is critical. At Brentford School for Girls, this is reinforced through, the assembly programme, tutorial programme, lesson expectations through the reminder on 'Meet and Greet' and Brentford Girls rules of the classroom, newsletters, letters home, inside journals etc.

The school may choose to enforce a number of sanctions if behaviour expectations are broken (see Appendix 1)

Detentions

Detention is the most frequently applied sanction (see appendix 1) Detention may be used as a sanction within and outside of normal school hours (DFE guidance 2016). This includes weekends (Except the weekend proceeding or following the half term break, Inset days, non contact days and after school hours.) Parental consent is not required for detentions, although Brentford do provide notification to parents of, Leadership detentions (Including Saturday detentions), Head of year detentions and any 30 minute detentions.

Late detentions take place at lunchtime for 30 minutes, allowing pupils reasonable time to eat, drink and use the toilet.

Exclusions

Any behaviour which warrants an exclusion will be dealt in line with the schools exclusion policy

Internal Exclusion - The Remove

The school provides a facility for students to be isolated for a limited period for more serious breeches of the positive behaviour policy (See Exclusions policy). The Remove, is open from 9.20-4pm. Parents will be contacted via letter if their daughter is placed in this facility.

E Safety

Any misuse of social media, passwords, emails or circulating of inappropriate material including pictures of member of the school community will not be tolerated. It is the expectation of all students to adhere to the E-safety guidelines outlined in the 'acceptable use of ICT'. Any misuse of E-safety issues will be dealt with an appropriate sanction following a thorough investigation.

Students conduct outside of the school gates

Any behaviour outside of school can be dealt with in school. The misbehaviour may occur when the student is taking part in a school related activity, travelling to and from school, wearing school uniform, is in some way identifiable as a pupil from Brentford School, at any time posing a threat to another person, adversely affecting the orderly running of the school or the schools reputation.

It is an expectation of all students to behave in an appropriate, respectful, positive manner at all times outside of school and failure to do so will result in a sanction being applied

Bullying, racism, intimidation and homophobia

Brentford School for Girls has a zero tolerance policy on any form of bullying and intimidation, as well as all forms of racism and discrimination, including homophobia. All incidents will be investigated and logged and dealt with according to the schools Anti-Bullying Policy (2014)

Prohibited Items

The items below are strictly prohibited.

- Knives/ weapons
- Alcohol
- Illegal drugs (any medication must be left at well being – please refer to Wellbeing Policy)
- Stolen items
- Tobacco and cigarette papers, matches and lighters
- Fireworks
- Pornographic images
- Chewing gum
- Fidget spinners
- Putty

Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

As a school we follow the DFE guidance: Screening, searching and confiscation 2012

The school is not required to have formal written consent from the pupil or the parents for a search. If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.

A pupil refusing to co-operate with such a search raises the same kind of issues whereby a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate sanction

Any of the above items found in a student's possession will be confiscated and disposed of.

Use of Reasonable Force

As a school we follow the DFE guidance: Use of reasonable force 2013

What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. School extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. 2 Section 93, Education and Inspections Act 2006

This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.

In a school, force is used for two main purposes – to control pupils or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can be used.;

Preventing a pupil behaving in a way that disrupts a school event or school trip

Preventing a pupil leaving the classroom where allowing them will cause them harm or harm to another student/member of school community

When a member of staff has had to use reasonable force a full incident report will be written
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Expectations and Responsibilities

Students

Students at Brentford are expected to follow the following code of behaviours:

Demonstrate respect to all members of the school community, acting as an ambassador within and outside of the school gates

Attend school on time each day in full school uniform

Always bring the correct equipment to school including all completed homework

Take responsibility for their own actions inside and outside the classroom

Adhere to all sanctions if given

Follow all instructions given by any member of the school community without question

Ensure that mobile phones are off and out of sight at all times during the school day

Always take an active part in all teaching and learning activities ensuring that they do their very best in classwork and homework activities

Will take pride in the school environment keeping it clean and tidy

Contribute fully to the school community, taking an active role in the life of the school

Staff (A more detailed outline of individual staff responsibilities can be found at Appendix 4)

Will show respect to all members of the school community, providing support for all students to achieve their very best

Take full responsibility for the learning and behaviour within their classrooms, enforcing high expectations and ensuring that learning and achievement remain the core purpose

Build student confidence and self-esteem through positive reinforcement, including the use of positive language and an 'every day is a new day approach'

Celebrate student effort and achievement on a regular basis and follow the schools policy on the administering of rewards

Follow the schools rewards and sanctions systems, record all incidents both in classroom and outside as they arise

Fully enforce the schools 'The Brentford Way' 'Classroom Conduct' (appendix 1) , 'Corridor and Playground culture'(Appendix 2) and the 'Meet and Greet'(Appendix 3) policy, consistently

Fully support across the school to ensure a calm, safe environment at all times eg) Supporting in school assemblies, break duties, lunchtimes, corridor culture, etc

All staff will take part in behaviour and safeguarding training once a year and ask for support from the lead member of SLT if still unsure

Subject Leaders will be responsible for monitoring behaviour within their departments, ensuring that parking systems are provided and used effectively, corridor culture, Meet and Greet(Appendix 3) and 'Rules of the Brentford Classroom' (Appendix 2)are enforced

SLT will fulfil their roles in supporting whole school rewards and sanctions system, working alongside Subject leaders and Heads of Year.

The Deputy Head teacher in charge of Behaviour and Inclusion will provide support through, implementing the strategy, monitoring and evaluating and ensuring that all groups of students, staff and parents understand the policy and can adhere to this.

Parent/Carer

It is critical that parents work with school staff and their daughters to ensure that expectations are fully understood and supported. We expect parents to be working alongside the school in the following ways:

To show respect to all members of the school community in implementing this policy and others

Share the responsibility for their daughter's behaviour (Adhere to the schools' Home School Agreement) and support the school in reinforcing expectations

Attend information evenings and parents evenings

Make appointments if there are concerns about aspects of the policy using the schools communication systems

Sign their daughter's journal weekly

Student Support

The promotion of positive behaviour for all students is the key aim. To support students in this way, we model behaviour through staff setting a positive example. Promoting healthy self-esteem is an important aspect of our work, which we do through all interactions with students. Through tutor time, assemblies, and a broad and balanced curriculum including PSHCE and Careers.

There are a number of ways in which the school is able to offer support to a student who is finding it difficult to comply with the expectations of the school. This will be dependent on the needs of the student. These interventions normally fall under the 'HUB' Team.

- A short term basis of daily reports – to the form tutor, Year Leader or Leadership Team
- Subject report
- A Pastoral Support Plan
- Closing the Gap meetings
- Form tutor and/or Year Leader intervention
- Student mentoring
- Mediation with subject area of concern and student
- Involvement of student school Well-being officer, Child protection Officer , LSA's
- Involvement of other external agencies eg) CAMHS, TSS and EWO, Youth Offending team, Police Community liaison

Staff Support

Staff are supported in positive behaviour management through the application of the positive behaviour policy and the training programme, regular reminders through display, school publications eg) Week Ahead. These are all ongoing:

Lesson observations to track students back into lessons

Department parking systems are in place

Pot of Gold teachers- Best practice observations

On call rota available through reception

Head of Year and HUB Team available for advice

Reconciliation and mediation where necessary

Parent Support

Parents are made aware of the schools expectations and systems for reward and sanctions when they join the school community. In fostering good relationships, the expectations are regularly shared with parents and all opportunities are taken to engage with them in a positive way around this policy. For example:

Information about this policy is reinforced regularly in many school publications. Including, The Brentford Bulletin, Highlights magazine, letters home each half term from the Assistant Headteacher etc.

Meetings set up and/ or telephone correspondence made from staff to resolve parental concerns

Parents will be kept aware of any concerns that their school has about their daughters behaviour through a number of ways including, publication of regular interim reports with ATL (attitude to learning scores), phone calls and letters home, report cards to sign, meetings with parents and comments from teachers in the school journal

The journal is the link between home and school and all notes or concerns written in here are acted upon. Parents need to check the journal each week.

A plan of support will be agreed with parents where students behaviour is becoming a concern eg) PSP

SEN/Vulnerable

The schools acknowledges the legal duties it undertakes in formulating this policy and has ensured that the Equality Act 2010 has been thoroughly considered, 'Keeping Children Safe in Education guidance 2015' has been followed as well as the schools Special Educational Needs policy (2015) and schools core offer documentation.

Appendix 1: School Uniform Policy

Students are required to attend school in correct uniform:

Uniform must be worn at all times, including the journey to and from school

- Black school jumper or cardigan } Only available from SANCO
- Pink Shirt } Bell Road Hounslow
- Black and Pink tie }
- Black full pleated skirt to the knee }
- School blazer is compulsory for all students }
- House strips should be sewn onto the blazer beneath the logo
- Black school trousers (not skinny fit). Trouser must be appropriate for school i.e. no denim, no studs, no large belts/buckles, no labels and no colored stitching.
- Plain black shoes (no boots, plimsolls or other canvas shoes, including leather VANS) Any heel should be a suitable height for school – no higher than 3cm.)
- Socks should be plain black or white – worn no higher than the knee
- No hoodies – students are asked to wear outside coats only black/grey/navy
- Hair accessories must be pink or black and functional
- During the summer months a summer shirt is also available.
- Students are expected to carry their equipment in a suitable school bag
- Handbags are unsuitable for carrying books and are not permitted
- If headscarves are worn for religious reasons, they must be plain black.

If a student arrives in school with incorrect uniform, she will be expected to accept the offer of a correct uniform. She may also be sent home to change into the correct dress. Trainers are only to be worn for PE unless we are provided with a doctor's certificate giving a medical explanation. Hair – students are not allowed dyed, braided or multi-colored hair or styles that are offensive e.g. shaved/partially shaved heads.

All uniform items can be bought from our preferred supplier, Sanco Schoolwear in Hounslow.

Sanco Schoolwear
60, Bell Road
Hounslow
TW3 3PB
[Tel:0208 570 9990](tel:02085709990)

Items of uniform can of course be bought from other retailers but please ensure that all items of clothing do not contravene the school uniform policy.

Failure to observe any of the uniform rules stated above will incur a 30 minute detention after school.

Essential Religious Wear

Religious wear: Brentford School for Girls has agreed the uniform policy using the Department for Education, Race Equality & Cultural Diversity Guidance. This has been produced in consultation with representatives from all of the major faith groups.

Pupils are permitted to wear trousers, the long sleeve school jumper and a plain headscarf to cover their hair, provided they comply with school uniform as regards to colour (plain black), fabric etc. Headscarves must be fastened discretely and not with jewellery. Full or half face covering is not allowed. The face must not be obscured for learning, communication or identification for CCTV.

The school is sensitive and considerate towards the culture, race and religion of all its pupils. Items which are an obligation of the religion practised which must be worn at all times are permitted, but must be worn discretely (i.e. not normally visible) whilst at school, and must comply with the school's restrictions for health and safety.

Following 'Amrit', practising Sikhs may adopt 'Panj Kakkaar'. The uniform regulations at school support this, but adherence to the 5 'Ks' (Kesh, Kangha, Kirpan, Karra, Kachhera) must also respect the need for safety and cohesion in school.

Kara / Karra: The steel band should not be heavy, wide or have sharp edges and it should be tight fitting. It may have to be held in place by a sweatband during certain activities within lessons such as technology or science, though must be removed during Physical education lessons for health and safety reasons. At no time should the Karra be used as a weapon or to cause injury; this is contrary to Sikh faith.

Kirpan: The Kirpan should only be worn by practising and initiated Sikhs who have taken 'Amrit'. Sikhs are allowed in law to wear a Kirpan but only as a symbol of faith and not as a weapon. For health & safety reasons, the uniform policy does not permit the longer dagger like Kirpan even if it is sewn into a concealed pouch but the smaller symbolic version of the Kirpan is permitted for those who have taken 'Amrit'. Suitable Kirpans are normally available from the local Gurdwara.

Rewards

The celebration of students' successes and achievements is an integral part of what we do at Brentford. Achievement in all areas of success is highly valued. We believe success is to be celebrated at all levels and that rewards should be out in place to inspire and recognise the outstanding achievements of our students.

We reward students in some of the following ways:

Through termly celebration assemblies

Use of verbal praise

Giving of House points

Pupil of the week pen/display

Lunch with the Headteacher

Postcards home

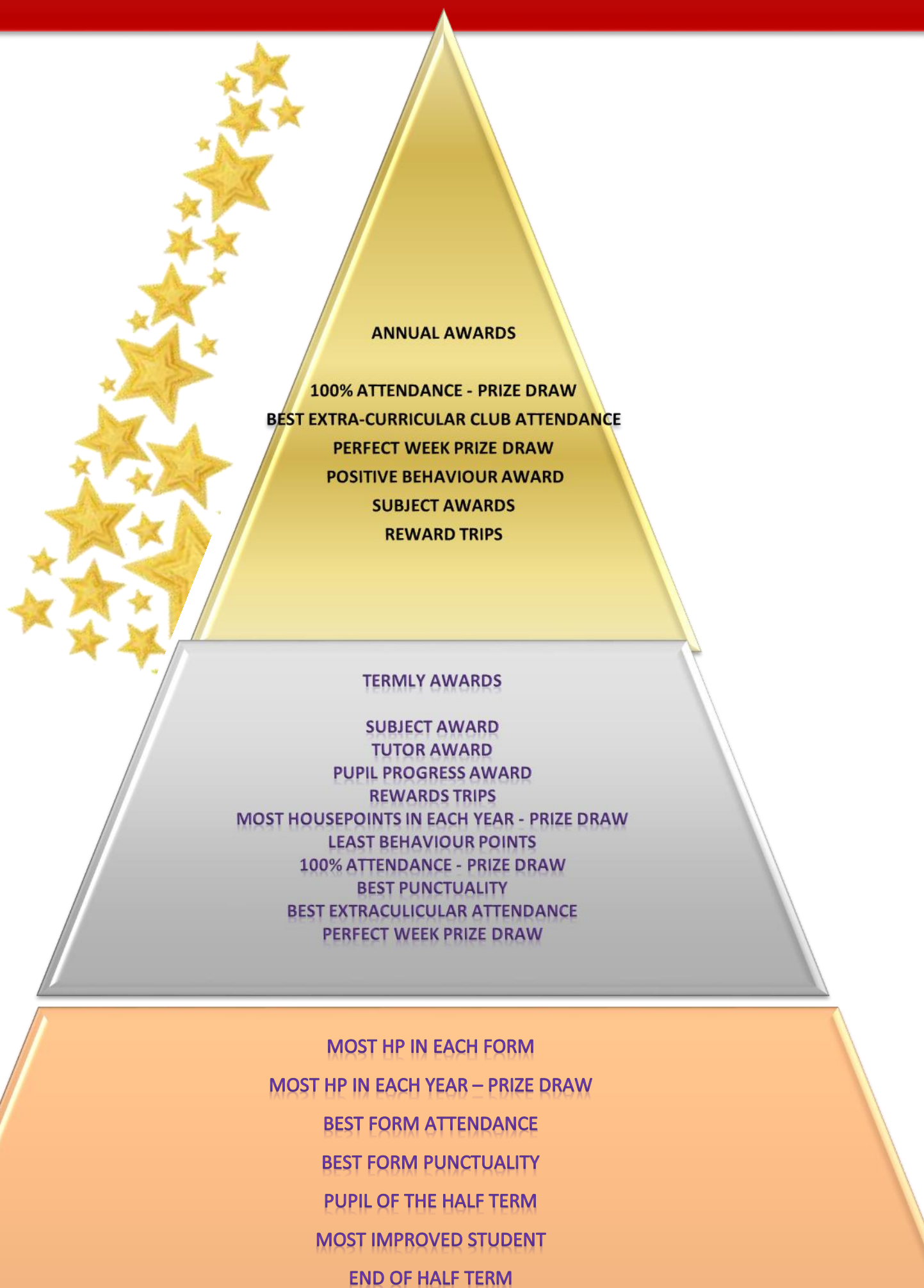
Trips and extra-curricular opportunities

Recognition in our school publications and our online platforms

Students will be rewarded for meeting the school behaviour expectations, outstanding classwork and or homework, good attendance and punctuality, demonstrating the values of the Brentford girl community work and supporting others including representing the school.

House System

House points can be awarded for effort, good quality of class and homework, acts of citizenship, outstanding attendance and participation in house competitions.



The Brentford Way	Class Teacher responsibility – Classroom Conduct		
<p>At Brentford we.....'</p> <p>Walk into class quietly moving quickly to our allocated seat</p> <p>Remove coats and place bags under desk.</p> <p>Put our journal on the desk – unless this is a practical subject and becomes a safety risk.</p> <p>Get all equipment out ready for the lesson.</p> <p>Listen to the teacher – class is in silence when the teacher is talking.</p> <p>Raise our hand if we wish to speak to the teacher and wait to be responded to.</p> <p>Work within the group we have been allocated to.</p> <p>Follow all requests from the teacher without question</p> <p>Leave the classroom quietly when the teacher dismisses you</p>	<p>'Meet and Greet' every lesson, meet at door check uniform, prompt start to lesson, starter on board. All lessons have a seating plan and journals are on desks – this routine needs to be reinforced so that it is established in your classroom</p>		
	Issue	Sanction	Action
	Late to school	30 minute same day detention	Stamp in journal at gate Class teacher marks L in register
	Late to lesson period 2 onwards	30 minute detention	Issued by class teacher Log on Sims, record in journal on day detention is to be sat e.g following day
	Uniform infringement – <u>Items missing</u> eg. Correct shoes, tie, blazer, incorrect skirt, make up on, long nails or painted nails	Send to Wellbeing to change	Wellbeing co-ordinator issues detention and issues replacement uniform, removal of make up, nails are clipped, polish removed
	Uniform infringement : <u>Uniform worn incorrectly</u> Tie not on properly, skirt rolled up	30 minute detention	Issued by class teacher Log on Sims, record in journal.
	Jewellery - no jewellery apart from a watch and a pair of small plain studs in each ear lobe	Confiscation of jewellery 30 minute detention	Jewellery is put in a named envelope and given to Wellbeing for collection after school. Issue detention, record in journal , log on Sims. If confiscated for a second time then HOY contacts parents and they collect.
	Chewing Gum or eating in class	30 minute detention	Issued by class teacher, record in journal, record on Sims
	Mobile phone	Confiscation 30 minutes detention	Mobile put in named envelope and given to Wellbeing for collection after school. Issue detention , record in journal, record on Sims. If confiscated for a second time then HOY contacts parents and they collect.
	No journal	30 minute detention	Student to collect journal sheet from reception Class teacher to issue detention Log on Sims and record on journal sheet
	Equipment missing	30 minute detention	Class teacher issue detention. Log on Sims. Write in journal
	No homework	30 minute detention	Class teacher issue detention log on Sims, Write in journal

			This detention is run in department areas.
	Low level disruption - e.g Talking when the teacher is talking Continuation of talking If behaviour persists If behaviour persists	Non verbal warning Verbal warning Move to another seat or group Move outside room to reinforce expectations HOD sets disruptive behaviour detention	4 staged approach is a CPD tool to establish positive behaviour for learning. This is to be used for low level disruption e.g talking, messing about with other students, lack of focus
	Failure to follow instructions e.g Failure to sit in allocated seat Failure to handover journal Failure to move when asked	Verbal warning to re-establish positive behaviour , if behaviour persists – use parking system If parking system not available use on call 1 Hr detention given if removed from class issued by HOD	Reinforce expectation and request, if student does not comply – use phrase ‘are you refusing to follow my instructions?’ if student still does not comply – use parking system in the department, if this is unavailable use ‘on call’. Any fighting/arguing/bad language directed at you or in relation to what you have said is an ‘on call’.

Appendix 2 Staff responsibility– Corridor and Playground Culture

The Brentford Way	Staff responsibility– Corridor and Playground Culture		
<p>At Brentford we.....'</p> <p>Demonstrate positive behaviour at all times.</p> <p>Respect our environment.</p> <p>Do not use any foul language.</p> <p>Place all litter in the bin and leave our area tidy.</p> <p>Wear our uniform correctly throughout the day including to and from school.</p> <p>Eat and drink in the hall, canteen, year zones, Curie foyer tables and picnic tables. We never eat or drink in corridors</p> <p>Move to lessons upon hearing the movement bell</p>	Reinforce rules when moving from classroom to classroom and during 'meet and greet'. Be at your class on time. Be active in your duties, reinforcing positive behaviour, checking uniform and ensuring area is clear of litter as students leave. Staff need to attend duties on time and active in your duty. Staff will not bring marking or other work to complete at this time. Uniform expectations are the same as they are in the classroom		
	Issue	Sanction	Action
	Shouting in the corridor	Verbal warning	Reinforce expectation
	Foul language/swearing in corridor or playground	30 minute detention	Issued by staff member Log on Sims, record in journal on day detention is to be sat
	Arguing at break or lunch	Intervene to calm situation – assess situation	Referral to form tutor If situation is very heated – referral to 'on call' member of staff
	Fighting	Referral to HOY	Referral to HOY Students are out of circulation – make use of on call person for following lesson if this is towards end of break or lunch
	Physical contact between students, students are messing around and engaging in poor/silly behaviour	Verbal warning, reinforce expectations	If persistent poor and silly behaviour issue a 30 minute detention
	Eating in the corridor in between lessons	Verbal warning	
	Eating in corridor at lunch time	Verbal warning direct	Refer to hall, picnic tables, tables in Curie foyer
	Drinking energy drinks and eating family sized crisps e.g. 150g bag of Sensations of Doritos or full tub of Pringles.	Confiscation that will not be returned 30 minute detention	Item thrown away Issued by staff member Log on Sims, record in journal on day detention is to be sat
	Dropping litter	Verbal warning	Reinforce expectation – student put litter in bin
	Refusing to pick up litter	Verbal warning – 'are you refusing to pick litter up'	If student still refuses – referral to HOY
	Graffiti	Take names of students if known	Referral to HOY and student will clean graffiti and serve a 1 hour HOY detention.

<p>Move through the corridor quickly and quietly, walking on the left.</p> <p>If we have any problems or concerns we see a member of staff.</p> <p>Keep our mobile out of sight throughout the day.</p> <p>Behave appropriately on public transport and in local shops/high street</p>	Uniform infringement – <u>items missing</u> eg. Correct shoes, tie, blazer, incorrect skirt, make up on, long nails or painted nails	Send to Wellbeing to change	Wellbeing co-ordinator issues detention and issues replacement uniform, removal of make up, nails are clipped, polish removed
	Uniform infringement : <u>Uniform not worn correctly</u> Tie not on properly, skirt rolled up	30 minutes detention	Issued by staff member Log on Sims, record in journal.
	Jewellery - no jewellery apart from a watch and a pair of small studs in each ear lobe	Confiscation of jewellery 30 minute detention	Jewellery is put in a named envelope and given to Wellbeing for collection after school. Issue detention, record in journal, log on Sims. If confiscated for a second time then HOY contacts parents and they collect.
	Chewing Gum	30 minute detention	Issued by staff member, record in journal, record on Sims
	Mobile phone	Confiscation 30 minutes detention	Mobile put in named envelope and given to Wellbeing for collection after school. Issue detention, record in journal, record on Sims. If confiscated for a second time then HOY contacts parents and they collect.

Appendix 3 MASTER CLASS – YOU ARE IN CONTROL

B	Be master of your classroom
A	Always insist the students journal is on the desk
S	Seating plans are always in force
I	Insist on silence when you are teaching
C	Consistently reinforce the rules

In Practice

B	Meet and Greet, be on time and greet at the door – this shows you are in control, the students are coming into your kingdom – you own it. Check uniform, say hello, get students working.
A	Journal on desk, this is the link between home, HOY, FT and you – if you need to give a reward or a sanction, the journal is there for the taking.
S	Seating plans are a teaching and learning as well as a behaviour management tool. You decide where the class is best placed, if you always decide on where the student sits it becomes the culture and they will not argue.
I	Insist on silence when you are teaching/ setting a task or giving an instruction because what you have to say is more important than what they have to say to their friends. Promote discussion in your class while maintaining control.
C	Consistently reinforce the rules – if you are consistent the students will comply with the rules. They will respect your calm reinforcement of the rules. Remember you must give clear instructions and if things go wrong the staged approach - the non-verbal warning, the verbal warning, the movement to the other area of the room or group, the removal to outside for 5 minutes (with a view to come back in) with reinforcement and chance to reflect will ensure you have a MASTER CLASS

AT THE START OF EACH HALF TERM SET YOUR EXPECTATIONS

Setting the expectation in your classroom is telling the students the rules of your room. The following basic rules are outlined and you need to share these with your class each half term. You should start with the short phrase below.

‘At Brentford we.....’

- 1) Walk into class quietly moving quickly to our allocated seat
- 2) Remove coats and place bags under desk
- 3) Put our journal on the desk – unless this is a practical subject and becomes a safety risk
- 4) Get all equipment out ready for the lesson
- 5) Listen to the teacher – class is in silence when the teacher is talking
- 6) Raise our hand if we wish to speak to the teacher and wait to be responded to
- 7) Work within what group we are allocated to

- 8) Follow all requests from the teacher without question
- 9) Leave the classroom quietly when the teacher dismisses us

Follow on with your departmental rules – there are different expectations in a lab, food tech room, gym. Speak to your HOD about these rules

The building of relationships comes from a consistent control of your area. You structure the positive learning environment by establishing the clear boundaries and sticking to them

Make sure you know the behaviour policy, you must always reward and sanction consistently and fairly. You must follow procedure and use the correct channels of support

If you are unsure of the policy, please ask.

APPENDIX 4 ROLES AND RESPONSIBILITIES – Behaviour for Learning

SLT		
Strategic Responsibility	Operational Responsibility	In Practice
Headteacher		
Overall responsibility for safeguarding and behaviour Final decision on PEX and fixed term exclusions Readmission with students who have repeated external exclusions Saturday detentions	Responsibility for fixed term and PEX exclusions Readmission Interviews(At risk of PEX pupils) with HOY Detention Rota – student who misses leadership detention is placed in an internal exclusion	Letter sent via PA following checklist on exclusion policy
Deputy Headteacher Behaviour and Inclusion		
Strategic Responsibility	Operational Responsibility	In Practice
Overall leadership of behaviour systems- (Rewards and Sanctions) Policy and behaviour Reports and Analysis Training and development Overall guidance /support	Overall priorities established(Responsible for HOY line management structure)	
	Leadership of behaviour, monitoring and evaluation of systems	Half termly report
	Day to day function of behaviour /inclusion systems	Behaviour walks and periodic monitoring of data
	Strategic responsibility for HOY Provision for CPD	Template planned and circulated each half term CPD calendar – various types depending on need
	Overall leadership of Challenge the Gap Meetings	Set agenda at calendared points
	Overall leadership of pastoral structure including HOY meetings	Agenda development
	Remove functions correctly	Monitoring of spreadsheet, Q/A referrals for consistency , periodic monitoring of remove on practice

SLT Line Managers		
Strategic Responsibility	Operational Responsibility	In Practice
Line management of Year leader Strategic lead for behaviour within the year group and enforcing sanctions and rewards as per the policy	Weekly line management with Year leader	Action focused meeting
Proactive monitoring of behaviour in school	Day leader (Follow up non attendance) and own duties	Support Year leader at lunchtime detention as and when required Must complete Duty sheet
Supporting assemblies	SLT on duty in assembly	Proactive duty-Follow system
On Call/Remove	Duties/Smooth running of REMOVE and on Call Rota Available to be called if there is an issue in class or if a behaviour situation needs to be resolved	Phone call from reception, go to issue. Resolve depending on situation. Issue on call detention if relevant, if further investigation needed – initiate this
Support and guidance for HOY	Overall strategic leadership of key events within year group	Support HOY in running events in line with school expectations
HEAD OF YEAR		
Strategic Responsibility	Operational Responsibility	In Practice
Overall responsibility for behaviour in Year group. Leading on school behaviour policy and enforcing schools rewards and sanctions systems	Analysing Weekly Behaviour, attendance and punctuality data ready for line management meetings Leading tutor time and ensuring 'Role of the form tutor' is fully embedded as per the job description Ensuring that the tutor programme is effectively delivered by the form tutor	Through Sims homepage – bring data in preparation for LM as per agenda template Form tutor observations. Develop actions that are followed up Completing monitoring activities

	Behaviour learning walks weekly	Plan based on key students and behaviour data, capture on checklist – develop actions and follow up
	Minimising disruptive incidence across the year group	FT intervention, parental contact and report cards
	Managing unstructured time within year groups Daily/weekly communications with parents	High visibility at lunch time – remove students from circulation if needed.
	Ensuring that rewards strategy is being fully implemented within the year group	POW every week, 100% attendance draw – photos updated on year boards. Check HP are being awarded by FT, celebration assemblies are run successfully
	Managing students on and off report behaviour reports run weekly	Orange report 12 negatives/serious incident)-Daily meeting with HOY/Sanction for underperformance
Permanent exclusions	Prepare all paperwork re behaviour log/support for PEX. Attend PEX and governors disciplinary meetings as and when required	Follow set format of paperwork. Send to LM for checking a week before meeting
External Exclusions	Attend readmission interview as and when required. Follow up actions from post exclusion meeting/ monitor and lead review meeting following exclusion	Actions developed jointly with LM, HOY monitors actions
Internal exclusion	Lead Internal exclusions Organise for letter to be sent and contact parent. Arrange for student REMOVE placement. Reintegrate back into lessons following Internal exclusion- Meet and set targets/Place on HOY report	Email Heads PA, ring home. Meet with student before they go back into lessons – this should be done at the end of the day following exclusion
Punctuality	Late gate daily coverage-	Stamp journal, check uniform – Late gate as per rota

	<p>2 lates in a week HOY detention</p> <p>3 lates is a leadership team detention.</p> <p>6 lates Letter sent home each half term by HOY</p> <p>Lunch time detention duty</p>	Monitor punctuality through SIMS and work with FT
Detentions	After school detention as per rota. Monitor student attendance to this and follow up with actions.	Missed HOY detention, student referred to LT detention. Continuous missed detention 3x HOY – parental meeting, monitor through SIMS
Remove Duty	As and when required to support orderly behaviour of the year group	As per rota
On call rota	As and when required to support orderly behaviour of the year group	Phone call from reception, go to issue. Resolve depending on situation. Issue on call detention if relevant, if further investigation needed – initiate this
Daily duties/Visibility	Statutory duties and availability for year group	Visibility and availability in unstructured time
Overall Responsibility for the tutor team	<p>Development and CPD of FT</p> <p>Ensuring that the form tutor remains the first point of contact for tutees and their parents- (Communication is both ways)</p> <p>Ensure that form tutors follow school policy on behaviour and sanctions and are enforcing school protocols eg) Assembly behaviour (follow protocol)</p>	
	Leading action focused Year team meetings	Development of agenda, send minutes to SLT

	<p>Leading action focused Year Council meetings</p> <p>Weekly analysis provided to form tutors with clear actions identified :</p> <p>Blue report cards issued</p> <p>Attendance and Punctuality issues</p> <p>Rewards strategy enforced</p>	<p>Provide FT with all information needed to monitor their forms. Reports from SIMS</p>
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FORM TUTORS		
Strategic Responsibility	Operational Responsibility	In Practice
Overall responsibility for the pastoral care of tutees within the form group. Ensuring that the rewards and sanctions provisions is implemented consistently within the form group	Monitor behaviour, attendance and punctuality within the form group (alongside achievement) Intervene where required/ parental communication etc	As directed by HOY – use Sims homepage and journal to monitor
	Ensure students are put on tutor report following 6 negative incidence/or serious concerns- Contact parent to inform	Make parental contact on 6 negative or if there are other concerns
	Check uniform etc on a daily basis and sanction /reward where required	Check uniform at form

	Ensure rewards system is implemented consistently within the tutor group	Award HP as per policy
	Support late detentions	Walk students to D4
	Ensure tutor is used effectively and follows the agreed structure	Deliver pastoral programme
	Monitor student homework and ensure journals are well kept. Inform HOY where there are concerns re homework setting/no homework	Monitor journal and let HOY know if H/w is not being set. Ring parents if journal not signed two weeks in a row
	Take responsibility for your tutor group during the school assemblies	See assembly protocol
	Attend the weekly Year team meeting and calendared ones	Thursday in designated room
	Action behaviour from weekly behaviour reports provided at weekly meeting by HOY	Report from SIMS
	Regular contact with class teachers and HOY and parents re students concerns/issues	Be available for tutees and respond to concerns
HEAD OF DEPARTMENTS		
Strategic Responsibility	Operational Responsibility	In Practice
Overall responsibility for effective teaching and learning within the department- Ensuring that the	Ensuring that all members of the department are using the Brentford Way (Classroom conduct protocol) and school Meet and Greet Policy	Learning Walks and reinforcing in dept, meetings

school behaviour policy and school rewards and sanctions system is adhered to	HOD to analyse behaviour data and discuss issues in weekly meeting as appropriate, concerns and actions will be placed in monitoring folder	Use of reports from SIMS and discuss in weekly Tuesday meeting
	Ensure Parking system is well established and being used effectively	Develop rota and ensure staff stick to this
	Ensure all department members are using stepped behaviour approach	Reinforce in dept and CPD for new staff, monitor in learning walks
	Ensure all members of the department have received effective training in behaviour management	Follow up whole school training and monitor through behaviour data and LO
	Follow up concerns regarding poor behaviour with HOY, form tutor and parents (SLT following these) Ensure that all homework detentions are managed effectively within the department	Develop h/w detention rota
	Ensure all of the department are able to use SIMs effectively and are doing so to record rewards/sanctions and set detentions as per the school policy	Monitoring behaviour data each week. Nominations for celebration assembly Model meet and greet
	Be a visible member of the department and a proactive member of the duty team	Active duties – interactive with students, on time
CLASS TEACHERS		
Strategic Responsibility	Operational Responsibility	In Practice

Overall management of student behaviour within classroom and across the school. Ensure that the school policy is consistently enforced and that rewards and sanctions systems are used effectively	All teachers to follow the 'Brentford Way' and Meet and Greet protocol, Detention Protocol and Remove Protocol	Staff must know this, LO and learning walks will monitor. Speak to HOD if unclear
	Ensure all school expectations are enforced across the school taking responsibility more widely	Be consistent in approach to behaviour management – teacher is responsible for their class
	Record all sanctions and rewards on SIMS and set detentions as per the policy	Use 3:1 ration on praise v sanction – use Sims to record
	Attend detention duty on time and follow protocol- Walking students over to detention at the end of the day	Be on time and follow detention protocol
	Attend duties on time and ensure proactive	Active duties – on time and interactive with students

