

Ensuring Genuinely Outstanding Behaviour:

Guidance for parents on the new approach

July 2016

OUTSTANDING BEHAVIOUR

DO NOT LET ANYONE LOOK DOWN ON YOU BECAUSE YOU ARE YOUNG, BUT BE AN EXAMPLE FOR THE BELIEVERS IN YOUR SPEECH, YOUR CONDUCT, YOUR LOVE, FAITH, AND PURITY - 1 TIM 4:12

BEHAVIOUR

- LINE UP OUTSIDE OF THE CLASSROOM QUIETLY
- ENTER/LEAVE CLASSROOM QUIETLY
- FOLLOW INSTRUCTIONS AT FIRST TIME OF ASKING
- ASK PERMISSION TO LEAVE SEAT
- LISTEN SILENTLY WHEN A MEMBER OF STAFF OR ANOTHER STUDENT IS TALKING
- BE KIND AND SUPPORTIVE TO ALL CLASSMATES
- PUT YOUR HAND UP TO CONTRIBUTE (DO NOT SHOUT OUT)
- INDEPENDENT WORK SHOULD BE COMPLETED SILENTLY
- ENSURE THAT YOUR BEHAVIOUR IS ALWAYS SAFE

FORMAL WARNING

B1

EFFORT

- COMPLETE WORK TO THE BEST OF YOUR ABILITY
- DO NOT BE AFRAID TO MAKE MISTAKES
- CHALLENGE YOURSELF AND STRETCH YOUR LEARNING; DO NOT SETTLE FOR 'JUST ENOUGH'
- WORK SHOULD BE COMPLETED AS NEATLY AS POSSIBLE

E1

TEACHER DETENTION (15 MINS)

B2

E2

LESSON REMOVAL AFTER SCHOOL DETENTION (60 MINS)

B3

E3

WITHIN A LESSON

HOMEWORK

- COMPLETED AND HANDED IN ON TIME
- COMPLETED WITH 100% EFFORT

H1

EQUIPMENT

TUTOR CHECKS:

- PEN
- PENCIL
- RULER
- PLANNER
- CALCULATOR
- UNIFORM CARD

LESSON CHECKS:

- SCHOOL BOOKS
- ANY EQUIPMENT REQUESTED BY SUBJECT TEACHER

Q1

H2

Q2

H3

Q3

PUNCTUALITY

- ON TIME TO LESSONS
- ON TIME AFTER BREAK AND LUNCH

P1

WITHIN A TERM

UNIFORM

- SHIRT TUCKED IN
- SIX STRIPES VISIBLE ON YOUR TIE
- BLAZER ON
- TOP BUTTON DONE UP
- SKIRTS CORRECT LENGTH AND NOT ROLLED UP
- COATS/SCARVES OFF
- BLACK SHOES
- ALL OTHER RULES ADHERED TO

TOP POCKET CARD



ALL STUDENTS ARE ISSUED WITH A 'UNIFORM CARD' WHICH STUDENTS MUST KEEP IN THEIR BLAZERS AT ALL TIMES.

IF UNIFORM IS NOT WORN CORRECTLY (E.G. SHIRT UNTUCKED) A MEMBER OF STAFF WILL SIGN THE UNIFORM CARD.

THREE SIGNATURES ON THE CARD WILL LEAD TO A 60 MINUTE AFTER SCHOOL DETENTION.

B4

ACT OF VERBAL/PHYSICAL AGGRESSION
 DEFYANCE (E.G. REFUSAL TO FOLLOW INSTRUCTION)
 LEAVING CLASSROOM WITHOUT PERMISSION
 SNEERING/THREATENING A TEACHER
 BEHAVIOUR THAT ENDANGERS STUDENT OR OTHERS
 POSSESSION OF BANNED ITEMS
 ACT OF PREJUDICIAL ABUSE (E.G. RACIAL)
 ACT OF WANTON VAUDALISM
 ACT OF INSULTANCE TOWARDS A MEMBER OF STAFF

USING ABUSIVE LANGUAGE TOWARDS OTHERS
 ACT OF CLEAR BULLYING
 LYING TO A MEMBER OF STAFF
 POOR BEHAVIOUR IN PUBLIC
 TRUANCY
 THEFT / SELLING
 MISSING AN AFTER SCHOOL DETENTION
 POOR BEHAVIOUR IN REFLECTION CENTRE
 SEXUALLY INAPPROPRIATE BEHAVIOUR

AFTER SCHOOL DETENTION

REFLECTION CENTRE

FIXED TERM EXCLUSION

DAMASCUS SUPPORT

POINTS - BASED SYSTEM

TRIGGER POINT THRESHOLDS FOR EACH CATEGORY WILL LEAD TO...

- TUTOR / PARENT PHONE CALL
- TUTOR TARGET CARD
- PL / PARENT CONTACT
- PL TARGET CARD
- DAMASCUS SHORT COURSE
- SLT / PARENT CONTACT
- SLT TARGET CARDS



Ensuring genuinely outstanding behaviour: A summary of the new approach.

There are five main strands: behaviour, effort, homework, equipment and punctuality. All of the strands are dealt with separately and independently.

In each strand the consequences/sanctions are incremental and as follows:

- Level 1: Formal warning

- Level 2: 15 minute teacher detention

- Level 3: 60 minute after school detention

- Level 4: Reflection/Internal Exclusion/Fixed term exclusion (for serious incidents and persistently poor behaviour)

Behaviour and effort (within a lesson)

In the green boxes are the agreed high expectations of students which have been developed in consultation with staff and students. This is what we would like all classrooms to look like. Consequences/sanctions are referred to by their codes e.g. 'B' for behaviour and 'E' for effort.

- **Level 1:** However, we understand that mistakes are sometimes made and so teachers may give students a **formal warning** (e.g. **B1** for behaviour, or **E1** for effort). There is no consequence for the student at this stage but it will be recorded by the teacher. Depending on the circumstances, the teacher may give an informal warning before a formal warning is recorded e.g. a reminder of the rules, raised eyebrow etc.
- **Level 2:** Following a formal warning, if the behaviour/effort does not improve in that lesson, the teacher may issue a **15 minute detention** (a **B2** or **E2**) which will be recorded in the student's planner.
- **Level 3:** Lastly, if the behaviour and effort continues to fall below expectations in that lesson, the student is likely to be removed and a **60 minute after-school detention issued** (**B3** or **E3**). This is supervised by senior and middle leaders every night after school. Parents will be given 24 hours' notice.
- **Level 4:** More serious instances of poor behaviour ('**B4s**') will bypass consequences 1-3 and lead to an immediate after-school detention, isolation or a fixed-term exclusion.



Homework, equipment and punctuality (within a term)

Again, the agreed high expectations are listed in the green boxes. Tutors will check the equipment list each morning.

The consequences for falling below these high expectations are the same as for behaviour and effort except they run across a whole term rather than an individual lesson. For example, a student may forget to bring their homework so is given a H1. It is agreed that the homework will be submitted the next morning but the student fails to do so is given a H2. Then, three weeks later they forget a different piece of homework so is given a H3. However it is important to note that students will not be removed from a lesson for a H3, Q3 or P3.

Reflection Centre / Internal Exclusions / Fixed-term exclusions

There are a very small number of occasions when serious incidents of poor behaviour are dealt with by removing students from lessons for a fixed period. The purpose of doing this is for the students to reflect on their behaviour and receive intervention from the Learning Support Unit. It also ensures other students' learning is not disturbed. When students fail to correct their behaviour, an incremental sanction system will be used.

There is an overview of this on the next page.

AFTER-SCHOOL DETENTION (ASD)

(Level 3s and B4s)

- B4s i.e. serious incidents can lead to ASD
- Several ASDs could lead to Reflection Centre

REFLECTION CENTRE

(Sanction for B4s – serious incidents)

- One-day sanction – the day following the incident
- ‘Final warning’ issued to persistent offenders e.g. 5 occasions
- Persistent offenders to have a one-day internal exclusion
- Failure to behave in reflection leads to another day in Reflection. Persistence could lead to internal exclusion.

INTERNAL EXCLUSION

(Sanction for B4s + repetitive Reflection attendance)

- Different times of the day e.g. 10:30 – 17:00
- 1 day internal exclusion...
- ... then 2 days, then 3 days
- Sanction is escalated, not just based on the incident
- Once internal exclusion received, reflection should not be used.
- Reintegration meeting with parent/carer.

FIXED-TERM EXCLUSION

(Sanction for B4s + escalation of internal suspensions)

- 3 days fixed term exclusion....
- ... then 5 days, then 7 days, then 10 days, then 15 days
- Reintegration meeting with parent/carer.
- Meeting with Headteacher at 10 days.
- Meeting with Governor at 15 days.

PERMANENT EXCLUSION

(Sanction for B4s + escalation of fixed-term exclusions)

- **Consideration of permanent exclusion or alternative provision**
- Based on gathering of previous evidence



Launch in September 2016

The new approach will be launched to students in special assemblies on the first day of term. It will be made clear that the purpose of the new approach is to ensure that each student fulfils their potential and classrooms are always productive places to learn. The new method of logging consequences will also allow for proactive interventions with students who are not meeting the behavioural expectations and/or struggling with organisation. Senior Leaders, Progress Leaders, Leaders of Learning, Form Tutors and the Learning Support Unit will be able to review each class and each student and work to ensure that individuals are able to fulfil their potential. It will also further enhance the school's ability to communicate with parents/carers in terms of how their sons/daughters are progressing at The Becket.

Once the approach is embedded, we will look to implement a rewards system based on students meeting the expectations. There will be an exciting opportunity to celebrate and reward the vast body of students who always meet the high expectations and strive hard to succeed.