



Person in charge of reviewing policy:

Date of last review of policy:

Date of next review of policy:

## Positive Behaviour Management Policy and Procedures

### 1.1 Aims of promoting positive behaviour management at Britannica

Behaviour management is an ability each and every individual – students, parents and teachers alike – has to develop in order to communicate with other people in a way which is generally acknowledged to be appropriate.

Our aim at Britannica is therefore to promote positive behaviour management by setting a good example. Furthermore, we are aiming at supporting our students in their development of positive behaviour management by commending appropriate behaviour on the one hand and showing up a set of consequences in the case of inappropriate behaviour on the other hand. We see ourselves as a community (of students, staff and parents), within which every student feels safe, happy and valued and within which they are able to maximise their academic achievement and develop the personal attributes which correspond with what is acknowledged to be appropriate.

The students shall be exposed to good examples of positive behaviour management through every-day examples provided by their teachers and parents. Furthermore, we apply a set of procedures in order to ensure that those skills and characteristics we believe contribute to appropriate behaviour management are demonstrated and passed on to students.

We recognise that skills and characteristics such as self-discipline, tenacity and resilience are vitally important in life and are key determinants of educational outcomes and, moreover, that they are learned and learnable. Our primary task should therefore be to educate and acknowledge appropriate behaviour and achievement rather than punish inappropriate behaviour and the deliberate lack of achievement in cases when students make unwise choices or fail to demonstrate these skills and characteristics. However, we shall also ensure that students who do so be carried through the process of their decision and are confronted with its consequences.

We believe that effective and appropriate behaviour is best achieved when students and their parents have a very clear understanding of our expectations and also of the consequences of failing to behave according to our standards.

Our expectations are high and are articulated to students and parents prior to them joining the school and are reinforced clearly and consistently throughout their time at Britannica. It is important that parents share these expectations and work to support them.

We recognise and value every student as an individual and will endeavour to respond in the most appropriate way to their needs. However, many of the most difficult decisions arise when there is a conflict between the best course of action for an individual and the best course of action for the school community as a whole. When such tensions arise the considerations of the community will usually supersede those of the individual.

*We shall in the organisation and delivery of the curriculum ensure that all our students are appropriately engaged, challenged and motivated as outlined in the Learning and Teaching Policy Document. We shall ensure that their holistic progress is monitored and that there is a well co-ordinated system of welfare and guidance for all students.*



### Secondary Department

#### 1.2 Jurisdiction

The school's behaviour policy applies:

- to students while in school, travelling to and from school or at other times when in uniform or school kit;
- to students on trips, exchanges or when representing the school;
- to behaviour outside school if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole.

#### 1.3 Guidance for Students

##### 1.3.1 Classroom and lesson expectations

Classrooms, including all laboratories, gymnasium and swimming pool, are for work. Just as in any workplace, there needs to be clearly understood rules and expectations to allow everyone to work successfully, safely and enjoyably.

1. **At the start of lessons**, students are expected to:

- arrive on time;
- enter rooms sensibly as directed, and go straight to their workplace;
- take out books, pens and equipment, including diary;
- put bags tidily in appropriate place;
- remain silent during the register (except when names are called).

2. **During lessons**, students are expected to:

- remain silent and concentrate when a teacher or student talks to the whole class;
- have pen, pencil, ruler, planner and any books, folders and appropriate equipment;
- work sensibly with classmates and not distract or annoy them;
- record homework in the planner and make sure the homework task and deadlines are understood;
- keep mobile phones and media players away unless being used specifically for the lesson;
- not leave a lesson without permission. (Staff should encourage students to use the toilet between lessons and at breaks. Lessons should not be disrupted for this reason, except for medical reasons.)

3. **At the end of lessons**, students are expected to:

- pack away quietly and sensibly when told by the teacher, not before.

Teachers are in the position of parents / guardians while students are in school.

In particular, this means that:

- There is no excuse for rudeness, disrespect, defiance or insolence towards any member of the school community.
- Any reasonable request should be carried out at once and without argument.
- Breaking either of these basic rules will be treated as a serious matter.

##### 1.3.2 Care of equipment

- Only name, form and subject should be written on the outside of exercise books.



- Any book damaged or lost whilst in the possession of a student will be replaced at a cost to the individual.
- Any equipment broken by carelessness or misuse will be replaced at a cost to the individual responsible or to a group of students as appropriate.

All equipment used in lessons should be counted out and in and students are expected to cooperate with this.

### 1.4 The Code of Conduct

Since lifelong learning success depends to a great extent on making responsible choices, we have developed our Code of Conduct. This gives students guidance in making sensible decisions about their behaviour; this then enables learning to take place in a positive, nurturing classroom environment.

The Code of Conduct is in all student planners and includes three sections:

- **School Rules**
- **Commendations**
- **Consequences**

The staff at Britannica have common expectations about how we want you to behave; we will take time to teach you how to manage your own behaviour and we will provide you with consistent positive encouragement through feedback and **Commendations** to motivate you to continue to behave appropriately. Should you choose not to follow the **Rules**, we will deal calmly and quickly with you. There will be **Consequences** that will be carried out consistently.

Individual teachers will establish rules in their classrooms but there are some general rules that you will also be expected to follow.

### 1.5 School Rules

Everybody has the right to feel safe, valued and contented at Britannica, so:

- please move about the school in an orderly manner;
- please walk on the right on staircases and in corridors;
- please be courteous to others;
- please be aware of cultural differences and act accordingly; what may be acceptable in your culture may not be acceptable in another;
- please refrain from inappropriate public displays of affection (PDAs).

Everybody has the right to learn at Britannica, so:

- please bring the correct equipment to each lesson;
- please follow instructions first time;
- please do all your work to the best of your ability and with pride.

Everybody has the right to benefit from our pleasant environment, therefore

- please care for the buildings and school resources;
- please keep Britannica tidy;
- please put litter in the bin;
- please eat only in the canteen area
- please keep Britannica free from drugs, alcohol, cigarettes and chewing gum.



## 1.6 Commendations

The school rewards good work, good effort and performance and positive behaviour by use of:

- praise;
- commendations;
- positive notes and positive e-mails to parents;
- certificates;
- annual awards and trophies.

### 1.6.1 Commendations

The Commendation System is a means by which teachers can recognise and reward a wide range of student behaviour (e.g. good classwork and homework, helpfulness in specific tasks, positive behaviour etc.)

When a commendation is awarded it should be entered in the appropriate section of the student planner. The date and the reason for the commendation has to be entered by the teacher or the student but it must be signed and a Commendation sticker given by the awarding teacher.

(e.g. while marking homework a teacher can write COMMENDATION in the exercise book to acknowledge a good piece of work.)

*One Commendation also equals One House Point.*

#### There are two types of Commendation

##### Academic Commendations

- An outstanding piece of work / homework
- Consistent achievement
- Outstanding effort with classwork or homework
- Outstanding progress

##### Community Commendations

- Contributions to the school by taking part in special events / activities
- Helping out in the school community and help others without necessarily being asked
- Helping in school to organise/contribute to service and charity events

The concept of a reward system that uses points is framed around not simply positive recognition for acceptable behaviour and giving immediate feedback to the student, but also centres on:

- improving self-esteem;
- motivation and engagement;
- contribution to the group;
- reinforcement of boundaries to target student and others within the teaching environment;
- positive recognition;
- choice and responsibility based on positive rather than negative behaviour.

The accumulation of Commendations takes place throughout the academic year, with Certificates, awarded in assembly. A record of these certificates achieved will also be recorded on iSAMS.



### 1.6.2 Annual Awards and Trophies

Except the Dux Scholaris award, Annual awards are presented at the summer term **Prize Giving**. Student names are engraved on the main trophy and students receive a small trophy to keep.

Recommendations are made to the Head of Secondary who makes the final decision.

#### a. Dux Scholaris

An academic prize awarded in December to one Year 13 student based on the AS results at the end of Year 12.

#### b. Sixth Form Prize

Awarded to one student from any year for outstanding contribution to the life of the Sixth Form.

Recommended by Year 12 and 13 tutors.

#### c. Global Citizen Award

Awarded to one student for being a good representative of his/her own country, possessing a positive attitude toward the life and culture of others and for being able to converse in at least two languages. For having the ability to bring different people together into a sense of community, thus furthering the cause of international understanding and for being a contributing force in the life of the school at all times.

Recommended by the Senior Leadership Team and Secondary teachers.

#### d. Community Award

Awarded to one student from any year for showing sustained commitment to school community service projects.

Recommended by secondary teachers.

#### e. Academic Subject Awards

Awarded to the student in the year group who, over the year has achieved the best overall progress.

Recommended by the head of Faculty.

#### f. Form Prize

Awarded to the student who has best contributed to activities and service within the Form Group.

Recommended by Form Tutors.

### 1.6.2.1 Trophies: (A record of achievements will also be held on iSAMS)

#### a. Expressive Arts Trophies (2)

Awarded to two students in any year making the best contribution to drama, music or art (typically one of each). This is for contribution to school productions or performances rather than drama or music as taught subjects.

Recommended by subject leaders of expressive arts.

#### b. Gauss Trophy

Awarded to the most successful competition mathematician.



This award is to recognise sustained achievement in mathematical competitions throughout the year.

Recommended by the Head of Mathematics.

**c. Victor Ludorum / Victrix Ludorum**

Prizes for the outstanding school sportsman and woman annually in extracurricular participation, school teams and sporting excellence.

Recommended by the Head of Physical Education

**d. House Trophy**

Prize for the best house.

*This award is the result of the weekly house competitions (house points) and all the annual house events. The trophy is awarded to the captain of the winning house at the end of the school year.*

## 1.6.3 Consequences

### General Behaviour

#### Tiers of infringements and responses

In general our response to infringements depends upon:

- the seriousness of the infringement.
- the student's response to the infringement (e.g. their subsequent acknowledgement of the infringement, apology, honesty and co-operation.)
- their previous record.

It is difficult to be totally prescriptive about the relative seriousness of infringements as the contexts may vary enormously.

These are intended as a guideline only (as any First or Second Level could be a higher level depending on the context).

#### **First Level**

**Infringements** may include:

- Failure to bring basic equipment
- Copying peer work or cheating
- Incorrect uniform
- Dropping litter
- Chewing gum
- Lateness to school, a lesson or activity
- Low level disruption in lessons
- Use of mobile phone & other electronic equipment in contravention of the Learning Technologies Policy.

#### **Response**

These sorts of single infringements are likely to be dealt with at the discretion of an individual member of staff. The range of sanctions include a reprimand, confiscation, litter duty, loss of part of break or lunch time (supervision), moving a student in class. If the teacher feels that this may lead to further action in the future, this should be noted in the student's planner and the Form Tutor informed. The Form Tutor may decide at



this point to place the student on a Form Tutor report. This would almost certainly happen if the student were involved in several similar incidents reported by different teachers.

However, if the infringement is frequently repeated or the offender persistent, the consequences escalate to Second Level.

### Second Level

**Infringements** may include:

- Repetition of poor behaviour
- Defiance
- Plagiarism or Cheating
- Lack of respect for other students
- Graffiti
- Disruption
- Continued lack of commitment resulting in poor performance
- Smoking
- Bullying
- Missing a lesson
- Discrimination or harassment of any kind.

### Response

For this sort of infringement the Key Stage Coordinator is informed and an assessment is made. A student may be placed on a Key Stage Coordinator Behaviour Target Sheet, internally excluded, or given a community service task. Parents are informed in writing, invited in to discuss the issue and their support requested.

### Third Level

**Infringements** may include:

- Persistent failure to comply with school rules
- Refusal to comply with the instructions of a member of staff
- Serious actual or threatened violence
- Sexual abuse or assault
- Carrying an offensive weapon
- Swearing at a member of staff
- Theft
- Vandalism.
- Severe bullying
- Severe discrimination or harassment
- Possession of an illegal drug
- Possession of any other banned substance
- Drug or substance related abuse

### Response

*See the Exclusion Policy for details.*

For this sort of infringement the details are logged in the student's file, and the Principal is informed and will consider exclusion (fixed term or permanent) as an appropriate response. A decision to exclude a student permanently is recognised as a serious one. It will usually be the final step in a process for dealing with disciplinary infringements following a wide range of other strategies, which have been tried without success. However there will be circumstances where a student will be excluded for a first or "one off" infringement such as those listed above.



Wherever possible, prior to an exclusion, the Principal will interview the student personally and the parent will be invited in to discuss the issue and their support requested, as well as being informed of the outcome in writing. The letter will detail the reason for the exclusion and inform the parents/carers of their right of appeal.

Where a student is known to be at risk of permanent exclusion a Pastoral Monitoring Plan (PMP) will be put in place to help that student avoid exclusion. This plan is a contract between the student, parents and the school and agreed targets will be put in place. If the student fails to make sufficient progress during the agreed fixed time period the student may lose their place in the school.

Where the exclusion is the result of a single major infringement this will clearly not be possible.

Where a student is given a fixed term exclusion the parents will be requested to attend a reintegration meeting at the school to agree the conditions of the student's readmission.

### 1.6.5 Diagram of General Behaviour Consequences for Students

What level?	What might I have done?	Who will deal with me?	What might happen?
<b>First</b>	<ul style="list-style-type: none"> <li>• Failed to bring basic equipment</li> <li>• Copying peers work or cheating.</li> <li>• Incorrect uniform</li> <li>• Dropping litter</li> <li>• Chewing gum</li> <li>• Lateness to school, a lesson or activity</li> <li>• Low level disruption in lessons</li> <li>• Use of mobile phone &amp; other electronic equipment in contravention of the guidelines for use.</li> </ul>	<p>The teacher who observed you.</p> <p>Possibly your Form Tutor or Key Stage Coordinator.</p>	<p>Reprimand, confiscation, litter duty, loss of part of break or lunch time (supervision), moved to another seat in class, note in planner.</p> <p>Form Tutor may be informed.</p> <p>Placed on Form Tutor Target Sheet.</p>
<b>Second</b>	<ul style="list-style-type: none"> <li>• Repetition of poor behaviour</li> <li>• Defiance</li> <li>• Plagiarism or Cheating</li> <li>• Lack of respect for other students</li> <li>• Graffiti</li> <li>• Disruption</li> <li>• Continued lack of commitment resulting in poor performance</li> <li>• Smoking</li> <li>• Bullying</li> <li>• Discrimination or harassment of any kind.</li> </ul>	<p>Key Stage Coordinator</p> <p>Head of Secondary</p>	<p>Given a community service task, internally excluded.</p> <p>A behaviour report is logged on iSAMS.</p> <p>May be placed on a Key Stage Coordinator Report, internally excluded, given a community service task or something similar.</p> <p>Parents informed in writing, invited in to discuss the issue and their support requested.</p>



<b>Third</b>	<ul style="list-style-type: none"><li>• Persistent failure to comply with school rules</li><li>• Refusal to comply with the instructions of a member of staff</li><li>• Serious actual or threatened violence</li><li>• Sexual abuse or assault</li><li>• Carrying an offensive weapon</li><li>• Swearing at a member of staff</li><li>• Theft, Arson or Vandalism</li><li>• Severe bullying</li><li>• Severe discrimination or harassment</li><li>• Possession of an illegal drug</li><li>• Possession of any other banned substance</li><li>• Drug or substance related abuse</li></ul>	Head of Secondary  Principal	Parents informed in writing, invited in to discuss the issue with the Principal and their support requested.  Possible exclusion.
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