



POSITIVE BEHAVIOUR POLICY

Committee:	Governing Body
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Review cycle:	Three years
Required to publish on website?	Yes
Statutory:	Yes

1. Context

1.1 In line with our Church of England ethos The St Marylebone CE Bridge School is committed to the creation of teaching and learning environments where all learners can flourish irrespective of their individual needs.

1.2 We aim to empower our young learners to achieve in an atmosphere of safety and mutual respect.

1.3 Everyone is expected to behave in a reasonable way, to accept responsibility for their behaviour, understand the consequences of their actions through consistent and supportive feedback and to encourage others to do the same.

1.4 Our school values taken from 'Colossians' form the centre of our approaches to developing positive behaviours. These include wisdom, peace, gratitude, kindness, compassion, patience, harmony and forgiveness.

2. Purpose of this policy

2.1 The purpose of the policy is to provide a simple, practical reference point for staff, learners and parent/ carers which:

- Recognises expected behaviours
- Positively reinforces behavioural norms
- Promotes self-esteem and self-discipline
- Teaches appropriate behaviour through positive interventions

3. Positive Behaviour

3.1 One of the most effective behaviour management strategies in schools has been shown to be careful planning that prevents difficulties from arising. Preventative strategies create a context where acceptable behaviour is positively encouraged and negative behaviours are reduced. An ethos is developed which emphasises co-operation, responsibility, concern for others and self-respect.

3.2 Our learners are clear about how they feel they should be treated and how adults should support their behaviour. Feedback from our School Council tells us that our students want adults to:

- treat them as a person
- help them learn and feel confident
- make the day a pleasant one
- be just and fair
- have a sense of humour

and not to:

- get upset or angry in the face of misbehaviour

3.3 Although they want this for themselves, they also want it for other learners because it makes the learning environment more comfortable. It is evident that learners prefer to learn in a relaxed yet purposeful atmosphere and where the adults are safely in control; where they can progress their learning with success and be acknowledged as ‘people who matter’.

3.4 Positive behaviour expectations form the basis of our reward system. Our key values are promoted and learners who display these receive a letter home to explain how they have demonstrated a particular value.

3.5 In every lesson, every learner has the opportunity to earn Dojo points for positive behaviour using a system called [Class Dojo](#). Every teacher is expected to use Class Dojo to help promote positive behaviour. The system is monitored to ensure consistency, to celebrate the learners who improve their behaviour and those who sustain good behaviour and to identify those who are not making this progress.

3.6 Example of how learners are encouraged to display positive behaviour:

Examples of Positive Behaviour	Action
Excellent work Evidently making effort Meeting personal targets Kind behaviour Respectful conduct	Verbal praise Dojo points Values letters Reward time Student of the Term Jack Petchey Award nomination Parents informed about excellent work Residential experiences/special trips

4. Learner Support

4.1 Our staff work collaboratively on supporting behaviour and are all stakeholders in developing, when needed, a learner's individual behaviour support plan.

4.2 We provide personalised pastoral and academic interventions that are underpinned by positive relationships and the careful management of anger or frustration in a safe setting.

4.3 Structured time out or mindfulness spaces are available to allow learners to articulate concerns whilst simultaneously giving staff the opportunity to re-set boundaries and expectations.

4.4 Where possible and appropriate, when a learner has had time out, we aim to put learners back into their classes where we know our personalised curriculum pathways give them the greatest chance of success.

4.5 In addition, we offer mentoring, art therapy and additional interventions when necessary to support our learners with their behaviour.

5. The role of parents

At The St Marylebone CE Bridge School we expects parents/carers to:

- Support the policy on attendance and punctuality by notifying the school of any absences or lateness.
- Notify the school of any factors which may affect the behaviour of their child.
- Support their child by attending Annual Reviews, Learner-led conferences and other meetings
- Be aware of and support the Positive Behaviour Policy

6. Dealing with difficult, inappropriate or unacceptable behaviour

6.1 In class and around school all adults follow the Behaviour Warning System (Appendix One):

- A friendly reminder
- 1st warning
- 2nd warning: chance given to improve behaviour and opportunity for time and space to reflect (sometimes out of the classroom with an adult)
- 3rd warning: a consequence will be given
- Behaviour still not improved: time out of the classroom to discuss with an adult how they can change this.
- Behaviour still not improved again: learner removed to the referral room which will result in a Key Stage detention

6.2 Examples of how to deal with negative behaviour:

Possible Negative Behaviour displayed	Action
Failing to observe Behaviour Expectations (right to learn code – Appendix Two)	Classroom management by the teacher as stated in the behaviour expectations Warning system Behaviour recorded on system Key Stage detentions Consequence Classroom teacher to phone home
Persistent failure to observe Behaviour Expectations	Phone call to parents by tutor/Head of Key stage Intervention by a Head of Key stage/SALT/ Well being and Behaviour Practitioner/Mindfulness Teacher /Behaviour Lead
Persistent lateness Unauthorised absence from lessons Smoking Learners deemed to have used mood altering substances Vandalism Bullying, racism, sexism, homophobia, ageism	Automatic home text or call Referral to Education ESW and Youth Offending Team (YOT) Possible fixed term exclusion Parental meeting At this level incidents are dealt with by the Head of Key stage or a Senior Leader
Refusal to leave a class or a building Physical or verbal abuse of staff Theft Possession of an offensive weapon Selling or using illegal substances	Verbal warning (SLT, police, YOT) Where appropriate Internal, fixed term or permanent exclusion Parents invited in by SLT to meet appropriate parties

6.3 There are a number of more serious behaviours that stop learners doing well, affect the learning or well-being of others and could result in exclusion or a review of placement. These include:

- Verbal or physical abuse of staff or students
- Bullying: physical, verbal, emotional, cyber/online
- Sexual harassment of any kind
- Prejudice on grounds of race, age, gender, sexuality, disability and others
- Carrying an offensive/dangerous weapon, dangerous materials or substances
- Use or sale of alcohol or other mood-changing drugs
- Deliberate damage or theft of property
- Smoking in or around the building
- Refusing to leave the premises when asked
- Prohibited items – alcohol, matches, lighters, fireworks etc.

For further information please see our Exclusions Policy.

7. Referral room procedure and time outs

7.1 At The St Marylebone CE Bridge School if a learner's behaviour makes it necessary to remove him/her from a lesson in order that others exercise their right to learn, the learner may be sent to the referral room. Time out is a formal method of achieving this whilst ensuring that the learner concerned remains in the care of an adult at all times.

- A named adult will supervise the referral room as part of his/her weekly duties.
- An adult will take learners to the referral room. Time out will last until the end of the lesson.
- An 'on-call' timetable at reception will name the member of staff on referral room duty.
- Learners are supervised throughout
- Removal to the referral room is to be instigated by staff in situations where other behaviour management strategies have been exhausted
- During time out learners will be given cooling off time in which they can use one of the mindfulness strategies such as lazy 8, or finger breathing techniques.
- Learners are to carry on with their learning with work that has been sent with them or they carry out one of the pre-planned tasks that are in the referral room.
- The supervising adult will use the time to work through the incident with the learner and record why he/she was removed from their lesson in the referral room log. Completing the log and discussion with an adult encourages the learner to think about the events leading up to the problem; what actions he/she took or might have taken; what others did and how the situation might satisfactorily be resolved. This will help to restore the 'broken' relationship whilst providing an opportunity to support the young learner as he/she takes responsibility for his/her actions.
- Timeout should be viewed as a learning opportunity not as a punishment or a way of overlooking poor behaviour.
- A learner who has had time out is supported to understand the incident by a range of SALT based strategies such as comic strip conversations, social stories etc.
- It is then the responsibility of the member of staff to record the incident which led to a removal on the behaviour recording sheet.
- Learners should be given time, where possible, to speak to the subject teacher about the incident as part of a consequence or learning opportunity.
- Learners will attend a Key Stage detention with the Head of Key Stage.

8. The alternative to exclusion

8.1 At The St Marylebone CE Bridge School we understand some of the circumstances and needs that may lead to an incident of negative behaviour and we strive to support learners as they work through issues in school.

8.2 There are occasions when learners breach the behaviour policy and need to be separated from their peer group but home exclusion may not be appropriate.

8.3 On occasion we will require learners to spend time at our affiliate school (The St Marylebone CE School) in their Referral Room, Behaviour for Learning Centre or at the Westminster Education Centre (WEC).

8.4 Parents would be notified of such arrangements and work would be provided for the duration.

9. Staff guidelines and training

9.1 Timely and clear communication between staff and families supports the management of good behaviour and promotes good discipline.

9.2 Daily briefings and meetings allow the staff team to share information relating to behaviour and ensure all incidents are recorded or followed up. Without the timely sharing of information, detailing personal events outside of school for example, staff members are forced to react to behaviour that might otherwise be prevented or prepared for.

9.3 We believe that it is not always possible to respond to negative behaviour in the same way for every child but it is useful to have a guiding framework of responses to good and poor behaviour. This ensures that learners at SMBS can be *certain* that every behaviour, positive or negative, will elicit some form of adult intervention.

9.4 We use our weekly training programme and scheduled INSET days to deliver behaviour management training led by the Senior Leadership Team or external providers as appropriate. Where individual staff require support in managing particular students or situations, we also provide this.

10. Behaviour recording and reporting

10.1 Any behaviour deemed by staff to warrant an official response is recorded using the behaviour spreadsheet in the shared drive. The spreadsheet records the following information.

A – Antecedents (what happened immediately beforehand)

B – Behaviour (or description of incident or event)

C – Consequence (for all concerned, both long and short term if applicable)

10.2 The Behaviour Recording System is a tool with which to debrief people after any sort of incident so that we can learn from mistakes or oversights *and* it can be used to identify patterns of behaviour over a period of time.

10.3 All content is dispassionately recorded and focuses only on the behaviour at hand. Staff feelings about incidents can be discussed with colleagues in other forums.

10.4 The Behaviour Recording System is a useful tool that enables us to carry out routine analysis of behaviour across subject teams and year groups. When completing the entry staff members are expected to:

- Record the information in full, including date and time of day and initials
- Ensure that information that cannot be typed into the comments box are completed in another document and hyperlinked to the report in the space allocated for comments or notes.
- Avoid personal or emotional responses and sarcasm; stick to the facts.
- Ensure that all those present during an incident are listed - this can be useful as it is not always those most closely involved who trigger or exacerbate an event.
- Make decisions (where possible) about outcomes (e.g. discussed with learner or telephoned home) and mark the incident as resolved. Where members of staff feel unable to resolve an incident they should first refer to the appropriate Head of Key Stage or member of the SLT.

11. Consistency

11.1 Consistency from learners lies in the behaviour of adults and not simply in the application of procedure.

11.2 A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost.

11.3 The key is to develop a consistency that ripples through every interaction on behaviour. Where students feel treated as valued individuals they respect adults and accept their authority.

11.4 Communication, our recording systems, the sharing of experiences and training enables us to identify and address inconsistencies.

12. Prevention

12.1 Inappropriate behaviour is more likely to occur when learners lack a sense of purpose and/or structure, are presented with opportunities to misbehave or are struggling to deal with external factors unrelated to school. It is preferable to prevent unwanted behaviour from occurring as dealing with unacceptable behaviour wastes time, can lead to confrontation and is stressful for everyone involved.


12.2 This principle is relevant to all aspects of our behavioural work, both academic and social. Measures can and should be employed to prevent potentially damaging situations from arising.

Related school policies and documents:



[Exclusions Policy](#)

[Anti-Bullying Policy](#)



Appendix 1: Behaviour Warning System





Friendly Reminder






An adult is explaining that what you are doing



is wrong, it is time to change your behaviour.



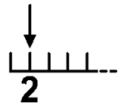
First Warning



You have continued to break the school rules,



you now need to change your behaviour.



Second Warning



= Opportunity for you to improve your behaviour



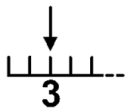
This is your last chance.



You will have a consequence if you do not



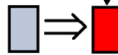
improve your behaviour.



Third Warning

=

Consequence



Your behaviour has been consistently poor.



You will have a consequence at break or lunch

with the adult that gave you the third warning.

Leave the classroom and go to the referral room



+

Key Stage Detention



The adult has decided that you need to leave the class.

You will have a detention with Mr Dudgeon or Ms Palmer the following day.

Key Stage Detentions



Detentions are with Mr Dudgeon or Ms Palmer



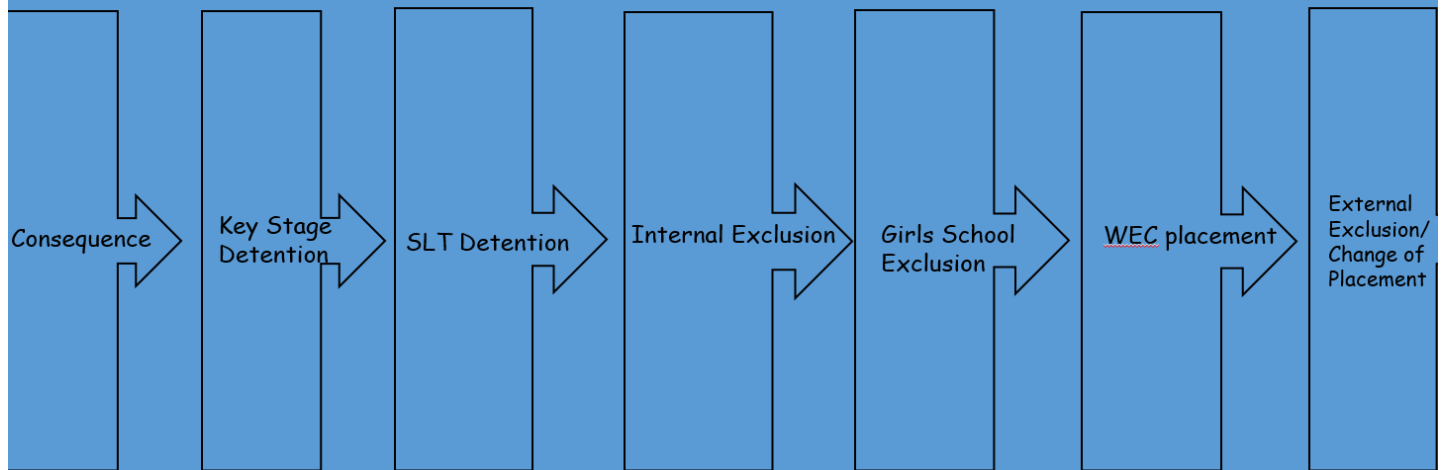
Detention times are decided by staff.



If you...
refuse to go to a detention
Or
are poorly behaved in a detention
Or
have too many Key Stage detentions.

= SLT Detention

Behaviour System



Appendix 2 - Right to learn code

Everybody has the right to learn, to feel safe, to be respected and to be fairly treated.

Be ready to learn:

- Be on time
- Wear the correct uniform
- Stay in lessons and put best effort into learning

Be respected:

- Use appropriate language
- Listen to others and expect to be listened to
- Keep hands, feet, objects and personal comments to yourself
- Look after the building and equipment

Be safe:

- Follow the health & safety rules
- Be in the right place at the right time
- Follow adult instructions