

Pebworth First and Blackminster Middle School Behaviour for Learning Handbook and Policy



(free to determine review frequency)

All teachers must (from the Teacher Standards used for Performance Management):

- A1.1 establish a safe and stimulating environment for students, rooted in mutual respect.
- A1.2 set goals that stretch and challenge students of all backgrounds, abilities and dispositions.
- A1.3 demonstrate consistently the positive attitudes, values and behaviour which are expected of students.
- A5.4 have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- A7.1 have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- A7.2 have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- A7.3 manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.
- A7.4 maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.
- B1. treat students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- B2. have regard for the need to safeguard students' well-being, in accordance with statutory provisions.
- B3. show tolerance of and respect for the rights of others.



BFL Summary

PRAISE – Students make the most of their skills and talents

- Staff should ALWAYS spot students being good and praise them. This will be done through the award of a PRAISE (Prepared Resilient Active Independent Supportive Engaged) stamp at the end of every lesson. These stamps will be added up at the end of term in order to award appropriate rewards.
- Excellent work, very good effort or notable service should be rewarded by a merit
- Sustained or excellent work and progress should be recognised with the award of a Compliment Slip
- Contribution to the life of the school can be recorded in the Student Planner through the Award Scheme
- Subject leaders can reward excellent work and progress at the school's annual Celebration of Achievement Evening and end of term assemblies.

Consequences – Students fail to meet expectations

Behaviour

- In the first instance, staff will use accepted classroom management techniques to deal with unacceptable behaviour
- Students who persistently fail to meet expectations will be issued with 2 verbal warnings (C1, C2 recorded on the whiteboard)
- Students who continue to choose poor behaviour will be issued with a C3 and given a lunchtime detention

Learning

- Students persistently failing to complete homework, bring correct equipment, arrive on time to lessons or wear correct uniform are issued with C1s, C2s and C3s and are supported by tutors and Heads of House.

Mobile 'phones and music playing devices such as ipods are not allowed in lessons. If brought to school they should be left in reception. If a student is found with a mobile 'phone or music playing device it will be confiscated and returned at the end of the day. The student will be issued with a C3. Persistent offenders will have their 'phone or music playing device confiscated until collected by a parent/carer.



Introduction

Behaviour for Learning (BfL) is our whole school approach for rewarding those students who strive to make the most of their skills and talents and our system to manage students who fail to meet our expectations. BfL is based on shared awareness, understanding and appreciation of clear rewards and expectations.

- Behaviour (BfL Concern slip) – ‘Cs’ are given to students who: disrupt learning in the classroom or behave in an unacceptable way around the school site and result in SLT lunchtime detentions/internal isolation / fixed term exclusions, and;
- Learning – ‘Cs’ are given to students who: arrive late to registration/lessons, fail to wear correct uniform/kit, fail to complete homework. These Cs are dealt with by subject teachers / subject leaders / tutors / Heads of House.
- The school PRAISE system will also support BfL as students failing to meet expectations in the classroom will not receive a PRAISE stamp and will be noted by tutors and Heads of House.

It is expected that all staff work within this system and use the language of choice and SEAL (Social Emotional Aspects of Learning).

There is a strong focus on:

- The language of choice
- Four clear consequences (C1, C2, C3 and C4) in the event of clear rules and expectations being broken.

Crucial to the success of BfL is the amount of praise that is given to our students.

All staff must aim to issue FIVE times as many praises/rewards/awards as they do reprimands or negative consequences.

BfL is not a substitute for teaching skills and positive classroom management.

Teachers will continue to use a variety of effective teaching strategies and methods to manage behaviour in their classroom All staff will continue to promote and encourage the use of PRAISE.

Consistent – Insistent – Persistent

This is a high maintenance system that depends on consistency from all staff. The importance of this cannot be over-emphasised. All staff must be insistent that students meet our expectations. Through our persistence students will realise that positive choices lead to positive consequences and that poor choices will lead to negative consequences.

Seal

All staff are expected to model good Social, Emotional Aspects of Learning (SEAL) when reinforcing the school’s expectations and when issuing verbal warnings (C1 and C2) and issuing a student a lunchtime detention (C3).

“Seal are the skills of making positive relationships with other people, of understanding ourselves and our own emotions, understanding and responding to the emotions of others, and managing our



own behaviour in ways that are in the best long-term interest of ourselves and others when interacting with students”

Secondary National Strategy for School Improvement – Developing SEAL through a whole school approach. DfES 1383 – 2005.

Staff Language

Staff should always be aware of the Language they use when speaking to students:

“I like you; it’s your behaviour I don’t Like”

“You’re not stupid, your behaviour is”

“Your behaviour/attitude is having a damaging effect on your progress and talents”

“I’m disappointed when you fail to meet our expectations. What can I do to help you get on with your work?”

“X, you are choosing to talk/shout out/get out of your seat/disrupt other students. That is a C1. If you choose not to follow our expectations you will be given a C2. Choose to meet our expectations by listening/staying in your seat, thank you. This is your first warning”

We should teach the language of emotional literacy by the way we use emotionally intelligent language.

- Speak as we would like to be spoken to.
- Language to engage not enrage.
- All the very best teachers have empathy.
- Always behave with the integrity of our profession.
- Verbal praise should be everywhere!!

Expectations

Letting teachers teach and learners learn

Through PRAISE we expect our students to demonstrate that they are:

Prepared, Resilient, Active (in their learning), Independent, Supportive (of the teacher/TA and other students), Engaged (in their learning)

Praise for making the most of your talents

Students meeting our expectations will receive a PRAISE stamp at the end of every lesson/session (e.g. music lesson, 1:1 session).

As well as receiving PRAISE stamps students can also receive:

Level	Award	Criteria
P1	Merit, additional PRAISE stamp	<ul style="list-style-type: none"> • Excellent work • Very good effort • Notable service



P2	Compliment slip	<ul style="list-style-type: none"> • Outstanding coursework or project • Sustained excellent work • Sustained effort • Remarkable progress • Outstanding extra-curricular achievement • Exceptional service to the school, e.g. helping at Open Evening, giving tours of the school.
P3	Award Scheme	<ul style="list-style-type: none"> • Bronze, Silver, Gold, Platinum award achieved by taking part in as many activities as possible, giving yourself the best chance of success and by making the most of your talents
P4	End of Term assemblies and Celebration of Achievement Evening	<ul style="list-style-type: none"> • Subject Awards for achievement or effort • Year Ambassador for Year 6, 7 and 8 • Gold and Platinum award winners • 100% attendance • Enterprise award • School and House colours

Rewards

It is a well established maxim in teaching that rewards are much more effective than punishment in motivating students. (DfES, 2003)

At Blackminster Middle School we wish to establish a climate where praise and encouragement for outweigh the frequency of punishment and admonition.

All staff must aim to issue FIVE times as many praises/rewards/awards as they do reprimands or negative consequences, e.g., in a lesson where two C1s are issued the teacher should aim to issue 10 praises / merits.

All colleagues are encouraged to Spot the Students being Good.

Positive behaviour, correct and neat wearing of uniform, good manners, punctuality and regular attendance should be instantly recognised.

Improvements in behaviour, punctuality and attendance should be recognised through the use of merits, compliment slips, certificates and letters home to the parents and the student.

In Lessons / Tutor Time / Around School

Colleagues could use any of the following to reward students for positive or improved behaviour and work:

- Smile
- Thumbs up



- Nod
- Frequent use of encouraging language
- Saying ‘thank you’
- Saying ‘well done’
- Symbolic rewards such as stickers or stamps
- ‘Special’ activities
- Departmental / House rewards
- The Award of additional PRAISE stamps / merits
- Congratulations – improvement in behaviour/work certificate
- Compliment slips with letter home to parents and the student

Colleagues could use any of the following to reward students for good or improved punctuality and regular attendance:

- The award of merits
- 100% Attendance Certificate
- Punctuality Certificate
- Congratulations – improvement in punctuality / attendance certificate
- Compliment slip with letter home to parents and the student

Consequences for failing to meet expectations

Level	Award	Criteria
C1	Verbal Warning	First misbehaviour – failing to meet school and classroom expectations
C2	Verbal Warning	Second misbehaviour – continued failure to meet school and classroom expectations
C3	Student removed from class	Third misbehaviour. Student issued lunchtime detention. C3 ‘offences’ and escalation of C1, C2 then C3
C4	Internal Isolation for 1,2,3 days or fixed term exclusion	Persistent disruption, e.g., six C3s in a term, C4 ‘offences’

IMPORTANT

- These consequences **MUST** be issued in sequence.
- Consequences should be recorded where students can see and they should be reminded of the consequence they are on.



- When a consequence is given it should not be cancelled unless it is a mistake. Students cannot earn back or undo consequences.
- Students should not be sent to stand outside classrooms to 'cool down'.
- These consequences should be displayed in each classroom and around the school.
- These are the only sanctions that we use.

Staff should no longer stand students outside classrooms or send them to other lessons. Students can be kept behind at break, lunch or after school for a department detention to complete work or for poor punctuality.

Issuing 'Behaviour' Consequences to Students

Please see Appendix 1 – Blackminster Concern Slip for Behaviour

Using language to engage not enrage.

Staff should use the language of choice and issue the verbal warnings in an assertive, SEAL, non-confrontational manner. (Shouting should be avoided at all costs, unless a student is in danger)

1. Give the reason why the warning is being issued, relating to our expectations.
2. Make it clear what will happen next if the student continues to make poor choices.
3. Tell the student what you want them to do using positive language e.g., "stay in your seat, thank you" as opposed to negative language "Don't walk around the room, pleeeeeease"
4. Record the C1 or C2 on the board (essential)

A possible script could be:

First Warning – C1 (point to the expectation that is not being met)

"X, you are choosing to talk/shout out/get out of your seat/disrupt other students. That is a C1. If you choose not to follow our expectations you will be given a C2. Choose to meet our expectations by listening/staying in your seat, thank you. This is your first warning"

At this point the name should be recorded on the board.

Second Warning – C2

"X, you are still choosing not to follow our expectations, you are talking/distracting other students/shouting out. That is a C2. Choose to listen/put your hand up/stay in your seat/etc or you choose to have a C3 thank you. This is your last warning"

Consequences for misbehaviour should not be carried over to the next lesson. Always give the student a fresh start.

Lunchtime detention – C3

This is a very serious consequence and members of staff are reminded that they should use appropriate teaching and behaviour management skills before issuing consequences.



“X, you have chosen not to meet our expectations so you have chosen a C3 and to be given a lunchtime detention.”

Any grumbling, moaning, whining at this point should be ignored. Students may ask for another chance. This should be ignored so that we are all consistent.

Heads of house should be notified about any student that regularly gets to C2 but avoids a C3

Issuing C3s

Please remember Behaviour and Learning Cs should not be combined to have a student removed from the classroom.

Staff must not jump consequences. Issuing a C3 can have serious consequences for the student - they may be excluded/put in internal isolation so C3's should not be issued lightly.

The same protocol should be used as for C1 and C2

1. Which expectations had not been met / rules broken
2. Explanation of incidents leading to the issuing of C1, C2 and C3.

When the concern slip has been completed, it will be passed to Jill Croft who will record the details on SIMS and action appropriate consequences.

Out of class behaviour

If a student behaves in an unacceptable / anti-social manner then consequences should be given in the same style as the script above.

Consequences for poor choices made in the dining room

Automatic C3s will be issued to students who choose to behave in the following ways in the hall at break or lunchtimes:

- Lack of respect to ANY member of staff (including canteen staff)
- Littering
- Running
- Shouting
- Pushing into queues
- A student getting someone else to buy food for him/her (a form of queue jumping)
- Stealing – a C4 offence

Staff must use their professional skill and judgement when applying BfL at break and lunchtimes.



Learning Consequences

C3s for lack of homework/project work, lateness, lack of equipment etc. should be recorded in the Student Diary.

Poor Punctuality (to lessons and registration)

Students choosing to arrive more than 5 minutes late are automatically on their first warning - C1. A record should be kept in your mark book / register. The teacher should take time to talk to the student at the end of the lesson/at break or lunchtime about their poor punctuality. This should not be done during the lesson.

Minutes late can be recorded on the 'Take Register' on SIMS.

Termly Timekeeping

Should a student choose to be late for a second time in a term to your lesson / registration a C2 – Second warning, is issued.

If they choose to be late a third time in a term they should be issued with a C3.

Homework

- If a student chooses not to complete homework the subject teacher should issue a C1 and explain when it should be handed in, e.g., tomorrow or a lunchtime session arranged to complete the work.
- If the student chooses not to hand it in a second time a C2 is issued.
- If the student chooses not to hand it in a third time a C3, SLT lunchtime detention should be issued.
- Homework/catch up sessions can be arranged but these should not be seen as punishments.

Equipment (to be checked by subject teachers and tutors)

(Basic equipment requirement: pen, sharp pencil, ruler, planner. Each department will have its own specific requirements)

Students arriving poorly equipped will not receive a PRAISE stamp as they are not properly prepared. If tutors are checking everyday that students are properly equipped, then this should not be an issue.

Please keep rewarding all the students who meet our expectations. Praise them and point out who is doing well. Raise the awareness of rewarding positive behaviour and progress.

Tutors, Subject Leaders, Heads of House should be notified of any student who regularly arrives late, fails to complete homework or who is poorly equipped.



Other ‘Student Choices’

Student Choice	Consequence
Bad language – loud enough to be heard, loud enough to be punished.	
Bad language or gesture about staff, heard by others	Removed from class followed by C4 or Exclusion
Bad language or gesture aimed directly at any member of staff	Fixed Term Exclusion
Bad language / gesture or ‘offensive’ comments between two students	C3
Bad language shouted across a room / corridor	C4
ANY physical violence, irrespective of who ‘started’ it	Exclusion
Bullying	Due to diversity, range from warning, C4 or Exclusion. RJ to be used.
Verbal violence / disrespectful behaviour to member of staff	Fixed Term / Permanent Exclusion
Any student carrying inappropriate objects (knife, drugs)	Permanent Exclusion
Off school premises	C4
Smoking	Fixed Term Exclusion
Truancy	Internal Isolation
‘Happy slapping’	Fixed Term / Permanent Exclusion
Accessing pornographic or violent images via the internet	Fixed Term Exclusion
Accessing games on the internet during lessons without permission	C1, C2, C3
Damage to school or another student’s property	C4 or Fixed Term / Permanent Exclusion
Possession or use of alcohol	Fixed Term / Permanent Exclusion
Racist or homophobic/transphobic comments	C4 or Fixed Term / Permanent Exclusion
Stealing	C4 or Fixed Term Exclusion
Inappropriate ‘sexual’ behaviour	C4 Fixed Term / Permanent Exclusion
Using or having out a mobile phone / MP3 player	C3 and ‘phone confiscated
Persistent failure to meet uniform expectations	C4 or Fixed Term Exclusion

C4 – Internal Isolation or Exclusion. These should be seen as a last resort and are rarely used at Blackminster Middle School.

- Before a student is issued with a C4 the relevant incident must be fully investigated.
- A Fixed Term or Permanent Exclusion can only be sanctioned by the Head teacher (or a Deputy Head teacher in the absence of the Head)



C4 Procedures

- The incident is fully investigated and the student is given the opportunity to have their say. If, on the balance of probabilities, the student is guilty of making poor choices they are either placed in Internal Isolation or Excluded.
- Gemma Walker (Exclusions Manager) generates exclusion letters and records the details on SIMS. Claire Fletcher (FLO) generates the Internal Isolation register and informs the Attendance Officer, recording the details on SIMS.

Procedure for Internal Isolation

- Students should go to registration and report to the FLO (Family Liaison Officer) room at the beginning of period 1 (8.35am).
- The student will then be asked to sit in silence.
- The student will be read the Student Expectations for the day.
- The student will then work in silence.
- A bank of work is available. Teachers should, where possible, provide work for students. Key Stage 2 students are expected to do SATS work.
- Students will be allowed breaks but in the Internal Isolation room. They are allowed to eat and drink at these times.
- At the end of the isolation the student will be read a script to help them think about the choices they have made and what might be done in future.

If a student chooses not to attend Internal Isolation they will be excluded from school. The Isolation will be completed on their return.

Heads of House and Tutors

Head of Houses and tutors play a crucial role in monitoring individual students and their performance in school.

Head of House

- Six times a year, at the end of each term, HoHs should collate the names of the students who, although not usually progressing to C3 do consistently move to C2. These names will have been passed to them by colleagues.
- Action is then taken by the HOH who sees the students individually and uses the Restorative Justice process to point out the harm caused by the poor choices made by the student.
- Results are collated and passed to Neil Davies, Assistant Headteacher, and FLO
- Letters are also sent home by the Head of House.

The Role of the Tutor

On a **daily** basis tutors should:

- Check equipment
- Check uniform

On a **weekly** basis tutors should:



- Check planners.
- Promote House points and the Award Scheme completing the Tutor Tracker.
- Provide Head of House with relevant student data about rewards and achievements in readiness for House Assemblies.
- Monitor attendance and punctuality

C3s for lack of homework/project work, lateness, lack of equipment etc. should be recorded in the Student Diary

Equipment (to be checked by subject teachers and tutors)

Uniform

(See uniform requirements, including make-up and jewellery, in prospectus)

Uniform will be checked on a daily basis. Tutors should keep a record of any consequences issued.

Student Choice	Consequence
Student chooses to wear uniform incorrectly 1 st time in a term	C1
Student chooses to wear uniform incorrectly 2 nd time in a term	C2
Student chooses to wear uniform incorrectly 3 rd time in a term	C3

Students coming to school in jeans or obvious non-school uniform **without good reason** will be sent home to change. If this proves impossible, students will spend the day working in the Internal Isolation room and will be given a Consequence in line with any that had been given previously. Parents must be informed. Students will be given a maximum of 5 days to ensure correct uniform is worn.

Please keep rewarding all the students who meet our expectations. Praise them and point out who is doing well. Raise the awareness of rewarding positive behaviour and progress.

BfL to Students

All colleagues should promote and reinforce BfL. The following can be used during lessons, registration or around school.

To student:

You come to school to learn and to make the most of your talents. For this to happen certain things have to take place in school. That’s why we have expectations and a way to behave in lessons and around school.

All actions have consequences.

If you choose to meet our expectations and to make the most of your skills and talents you will be rewarded through the School’s reward scheme and by achieving success in things that you do.

These are positive consequences.

If you choose to not meet our expectations or to waste your talents then you choose to be the victim of negative consequences such as internal isolation, exclusion or failure in exams or in not making the most of your talents.

It is your choice.



Class Management (See also Learning and Teaching Policy)

BfL is not a substitute for teaching skills and positive classroom management. Teachers will continue to use a variety of effective teaching strategies and methods to manage behaviour in their classroom. All staff will continue to promote and encourage the use of our expectations.

Basic Principles

Arrive on time to lessons, prepared to teach and with all necessary resources. Ensure the learning environment promotes learning and teaching.

Meet and Greet

At the door, supervise the arrival of the students. Welcome the students warmly preferably with a smile. A prompt, organised and welcoming start establishes control. Ensure a seating plan is used.

The Lesson

Objectives should be shared and written on the board. Use the secondary strategy format: oral / mental starter, main theme, regular learning reviews making learning visible. Keep an appropriate pace. Check understanding. If students understand they are less likely to misbehave.

Managing Behaviour

A positive, non-confrontational attitude towards students encourages compliance and success. Spot them being good and use rewards and praise. Students will respond to smiles, thumbs up and positive, assertive body language.

Lesson Departure

Careful time management maintains control through to the end of the lesson. Ensure a quiet and orderly departure. Expectations about movement to lessons and behaviour should be stressed before departure.

Monitor students in the corridors, on the stairs to ensure students move quickly to their next lesson. Step into the corridor.

In more detail, or behaving with the integrity of our profession:

Teaching staff should:

- Be well prepared. Plan for any possible behaviour problems as well as subject material.
- Be in the room ahead of students.
- Control the entry of the students into the classroom and welcome them into the room (SMILE!).
- Familiarise themselves with any IEPs (Individual Education Plans) / IBPs (Individual Behaviour Plans), PSPs (Pastoral Support Plans) or statements.
- Use student's names and take an interest in them. Find out their interests, personalities and friends. Call students by their first name. Avoid using their name in a challenging or exasperated way.
- Follow and reinforce our expectations.
- Reinforce that good attendance (95%+) leads to progress and success.



- Communicate clearly and concisely.
- Communicate with respect.
- Convey interest with enthusiasm.
- Use confident, assertive body language and show that you are in control. Be aware of tone of voice.
- Deal calmly with interruptions and minimise their effect.
- Avoid confrontations by giving students choices, e.g., a student has their mobile phone out. Teacher: “choose to put the phone away or choose to give it to me. Thank you” or “Valerie, choose to take your coat off. Thank you”.
- Allow ‘take up time’. Students might not respond immediately. Walk away after you’ve given the choice. This ‘take up time’ allows the student to save face!
- Avoid shouting at students. Deal with conflict calmly and rationally. We are the role models.
- Practice responses / scripts to situations, e.g., student says, “This is crap.” Teacher: “I’m sure you think it is and I’d like you to finish question 4, thank you”. Student TOOTing (Talking Out Of Turn) “David, we’ve got expectations for asking questions. Use them, thanks.”
- Spot students being good or doing as they should do and praise them, tactically ignoring the ones still yet to follow instructions. Continued misbehaviour **MUST BE DEALT WITH USING BfL**.
- Emphasise the positive, including praise for good behaviour as well as good work.
- Use reprimands sparingly and make them private rather than public.
- Be firm not aggressive.
- Avoid sarcasm and idle threats.
- Always be one jump ahead of the students, proactive rather than reactive. Prevention is better than cure
- Keep students busy and reduce opportunities for misbehaviour.
- Maintain the pace and momentum of the lesson.
- Emphasise success and reward appropriately – House Points, Award Scheme, Compliment slips, letters / phone calls home.
- Delegate to students routine tasks to make them feel valued.
- Monitor and control as far as possible environmental conditions in the classroom.
- Treat students with respect, even when they’re making the wrong choices. Help them make the correct choices. Show them how you expect them to behave.
- Use humour when appropriate.
- Consciously convey the message that students can achieve success.
- Move around the room making full use of the space in the classroom to establish authority.
- Scan students continually and make eye contact.
- Be aware of any aggressive, racial, discriminating comments – these must be dealt with using BfL.
- Intervene early to discourage inattention and misbehaviour and prevent the problem escalating.
- Keep the focus on the behaviour without attacking the student.
- Whole group punishments **MUST NOT BE USED**. Identify the perpetrators and use appropriate sanctions.
- The Behaviour for Learning system is there to be used and followed. Use it and follow it.
- Students must know that there is a certainty that their poor behaviour **WILL** be dealt with.

(Adapted from **The Elton Report**, chapter 3)

All staff should ensure that:



- Students are not released to go to the toilet unless there is a medical problem or an emergency. Students who have permission to leave your class should be issued with the student out of class card that has your initials on it.
- A deliberate check is made on all students during the lesson. If you are suspicious about any absentee, then please check the daily absence sheet, and report any suspicions to the attendance officer as soon as possible. It is your responsibility to follow up unexpected absence and to encourage good attendance.

Who does what, how and when?

Praise			
What	Who	How	When
PRAISE stamp and additional PRAISE stamp	All staff	Put in planner	Students are Prepared, Resilient, Active, Independent, Supportive, Engaged Excellent work Very good effort Notable service
	Tutor	Checks planner Update Tutor tracker	Weekly (minimum)
Award Scheme	Head of House	Coordinates House Count Celebrates success in Blackminster Bulletin and assemblies	Six times a year at the end of each half-term
	Subject teachers and tutors	Achievements signed off in the planner	Student 'achieves' standard
	Tutor	Promotes Award Scheme. Signs off Awards. Praises student. Informs Jill Croft when Award is achieved. (Jill will generate certificate and letter.) Update Tutor Tracker	Weekly (minimum)
	Head of House	Celebrates in assembly Celebrates success in Blackminster Bulletin	Student achieves Bronze, Silver, Gold or Platinum
Compliment Slip	School	Celebration of Achievement Evening	Student Achieves Gold and is nominated for Platinum. Summer Term
	All staff	Complete Compliment slip and pass to Jo Dayman	Outstanding work or project Sustained excellent work Sustained effort Remarkable progress Outstanding extra-curricular achievement Exceptional service
	Tutor	Speak to, and praise, student Inform Head of House Update Tutor tracker	Complete as quickly as possible.



Colours/Subject Awards	Head of House	Speak to, and praise, student Celebrates success in Blackminster Bulletin Inform Assistant Head: Student Welfare	Complete as quickly as possible
	SLT	Speak to and praise student	Complete as soon as possible
	All Teachers/ Subject leaders/HoHs	Nominate students for Award Awarded 'prize' in assembly or at Celebration of Achievement evening.	Student makes exceptional progress/achievement, effort

Consequences

What	Who	How	When
Behaviour C1 and C2	All staff	Using language of choice Recording C1s and C2s on the board so students can see. ALL C2s must be recorded in mark book / register in preparation for termly 'C2 Alert' sent round by HoHs.	Students choose to fail to meet Expectations
	Behaviour C3 in class	Subject teacher / TA / Tutor	Using language of choice issues C3 and issues SLT lunchtime detention using BfL Concern Slip.
C3 – out of lesson	HoH/FLO	Monitors student behaviour.	Weekly
	Jill Croft	Records details on SIMS and generates BfL lists	As necessary
	All staff	Issues C3, informing student of reason. Completes BfL Concern Slip and passes tom Jo Dayman/Jill Croft on the same day.	
	Jill Croft	Records details on SIMS	
	HoH/FLO/Reception	Phones home to inform parents if necessary.	

Internal Isolation Message and Expectations

The Internal Isolation message and the Expectations for Internal Isolation should be read to the student before they enter the room.

- You are here today because of the poor choices you have made.
- You must learn from this and make better choices from now on.
- During your time in Internal Isolation you must remain in silence
- We will expect you to carry out the work provided for you to the best of your ability.



- You are in school to learn therefore resources have been provided for you throughout the day.
- You will take break and lunchtime in Internal Isolation and we expect you to eat and drink in silence.
- If you wish to go to the toilet, ask a member of staff.
- Avoid communicating with any other student.

Our Expectations for Internal Isolation are as follows:

- Students enter the room in silence.
- Students **MUST** remain in silence during internal isolation. There must be no communication with other students while in Internal Isolation.
- Mobile phones are not allowed.
- Students should remain in their seat at all times.
- Students **MUST** complete the work to the best of their ability.
- Students will take break and lunchtime in Internal Isolation. They will eat and drink in silence.
- If a student wishes to go to the toilet they will be escorted there and back.

Do you understand these expectations?

If you fail to meet these expectations you will be given two clear warnings. If you still choose not to meet our expectations you will be excluded. You will finish the Internal Isolation when you come back to school.

Do you understand what will happen if you make poor choices?

If a student fails to meet these expectations then the teacher should read from the following script in a calm and non-confrontational manner:

First Warning

“X, you are choosing to talk / communicate / mess around / etc. If you choose to do this you choose to be excluded. This is your first warning, choose to follow our expectations, thank you”

Second Warning

“X, you are still choosing to not follow our expectations. Choose to follow them or choose to be excluded, thank you. This is your second and final warning.”

Exit from Internal Isolation

“X, despite being warned, you have chosen not to follow our expectations. You will now be removed from the room and excluded. You will complete the Internal Isolation on your return to school.”

Script to be read to students at the end of the day.

This message should be read to the student at the end of the day of Internal Isolation when the student is still in their seat.

- You have been here today because you have made poor choices.
- Make better choices from now on.
- If you do you will get praise for it.
- Please remember what you agreed to do on your Consequences Sheet in order to repair the harm that has been caused by your actions.
- Thank you. You will now pack away and you will be dismissed.



Persistent Disruption to Lessons - Consequences

Number of C3/4's in a Half-Term	Action	Who by
1	Logged on SIMS Parents informed through planner HOH/Tutor Notified	Jill Croft (JC) Member of staff issuing C3 JC puts C3BfL Slip in register
2	Logged on SIMS Parents informed through planner HOH/Tutor Notified	Jill Croft Member of staff issuing C3 JC puts C3 BfL Slip in register
3	Logged on SIMS Parents informed through planner HOH/Tutor Notified	Jill Croft Member of staff issuing C3 JC puts C3 BfL Slip in register
4	Logged on SIMS Meeting with Student/HOH/Parent/CF Warning Issued Claire Fletcher (CF) 4 week intervention Review meeting after 4 weeks	Jill Croft Head of House to arrange Head of House CF CF to arrange
5	Logged on SIMS Internal Isolation – work provided by subject teachers Readmission Meeting on re-entry with SLT	Jill Croft CF to arrange CF to arrange
6	Logged on SIMS Meeting with Headteacher/Governor Warning Issued	Jill Croft CF to arrange
7 - 10	Logged on SIMS Long Term Isolation Fixed Term Exclusion after 10 and PSP	Jill Croft CF to arrange SLT

Staff must not jump consequences. Issuing a C3 can have serious consequences for the student - they may be excluded. So C3s should not be issued lightly.



Blackminster Middle School

C3/4 Concern Slip

This form should be ONLY used for issuing C3/4s for BEHAVIOUR (C3s for lack of homework/project work, lateness, lack of equipment etc. should be recorded in the Student Diary)

Class Teacher: On reaching a C3/C4 for behaviour issues, please complete this form and pass to Neil Davies.

Student Name:

Year: Form:

Date:

Period: Room:

Teacher:

Subject:

Please record the reasons for the C1/2/3 by using the numbers from the lists below

C1:

C2:

C3:

C4:

- Examples of C1/C2/C3 Behaviours to be given as C1 first then C2 and then C3 - not automatic C3**
1. Arguing/Refusing to follow instructions
 2. Disrupting the learning of others
 3. Drinking/Eating in class without permission
 4. Out of seat
 5. Refusing to remove coat/hat/hoodie
 6. Talking out of turn
 7. Throwing objects
 8. Working below expectation
 9. Unauthorised use of non-educational websites
- This list is not exhaustive**

- Examples of automatic C3s**
10. Bad language/gesture towards another student
 11. Lack of respect towards staff
 12. Littering
 13. Offensive comments towards students
 14. Running without permission
 15. Refusal to attend subject/House detention
 16. Disturbing another class
 17. Eating or inappropriate/dangerous behaviour in a Science / ICT Room/classroom
 18. Bypassing school security through proxy redirection sites
 19. Poor behaviour during an exam/test
 20. Chewing gum
 21. Mobile 'phone/MP3 player on or out in class/in school
 22. Persistent lateness without valid reason
 23. Cycling without permission
- This list is not exhaustive**

- Examples of automatic C4s (One-Day Isolation or Fixed Term Exclusion)**
23. Bad language or gesture directed at or about staff
 24. Bad language shouted across room or along corridor
 25. Damage to school property
 26. Damage to another student's property, data or work
 27. Off school premises without permission
 28. Racist, sexist or homophobic/transphobic comments
 29. Truancy from/refusing to go to lessons
 30. Entering an area that is 'Out of Bounds'
 31. Poor behaviour on the way to/going home from school
 32. Persistent infringement of ICT/phone acceptable use policy including cyberbullying
 33. School brought into disrepute through inappropriate ICT/phone use
 34. Allowing other students to have access to the school network by sharing passwords or by using another student's password
 35. Accessing and/or sharing pornographic, violent or inappropriate images via the internet/phone
 36. Carrying inappropriate objects (e.g. knives/matches/lighter/drugs)
 37. 'Happy Slapping'/inappropriate use of phone or camera
 38. Inappropriate sexual behaviour/bullying
 39. Any physical violence irrespective of who started it
 40. Possession or use of alcohol
 41. Smoking
 42. Stealing
 43. Verbal violence towards a member of staff
- This list is not exhaustive**

Date of lunchtime detention: _____
Attended / Not Attended (please circle)