

Nurture ~ Believe ~ Discover ~ Achieve

### Safa Vision

At SCS we aim to enable our learners to have success for today and to be prepared for tomorrow.

نحن في مدرسة الصفا كوميونيتي نسعى الى تأهيل طلابنا للنجاح اليوم وتحضيرهم لمواجهة المستقبل

**Positive Behavior Management Policy 2024 - 26**

# Positive Behavior Management Policy 2024 - 26

## Safa Community School

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## ***Key Personnel***

### **Secondary School Senior Leadership Team**

Principal	:	Mrs. Leanne Fridd
Head of Secondary	:	Mr. Mike Davies
Deputy Head of Middle school/	:	Mr. Mathew Ashton
Whole School Head of Child Protection		
Assistant Head of Key Stage 5	:	Ms Jenni O'Donnell (SLT)
Assistant Head of Key Stage 4	:	Ms Adie Deacon (SLT)
Head of Year 13		Ms Sarah Cockroft
Head of Year 12		Ms Hannah Marie Lunt
Head of Year 11		Ms Tina Filipcic
Head of Year 10	:	Mr Sam Bell
Assistant Head of Key Stage 3	:	Ms Kirsty Valentine
Head of Year 9	:	Ms Charlotte Jones and Mr Stephen Edwards
Head of Year 8	:	Ms Hannah Skidmore and Ms Alex Hay
Head of Year 7	:	Ms Finola Mulvey and Mr Steven Geaney
School Counsellors	:	Ms Lucinda Hutchins & Emily Allen

### ***Aims of Positive Behavior Management Policy***

- To promote positive behaviour among our students
- To encourage students to behave appropriately in a range of situations
- To create an ethos and environment where students feel safe and happy
- To encourage students to grow into responsible citizens
- To ensure students act like positive role models

## **1.0 Rationale**

At Safa Community School (SCS) we seek to promote the highest standards of behaviour and self-discipline and are committed to rewarding good behaviour. Our aim is to promote a positive ethos throughout the school that creates an environment where students feel safe, secure and happy, thus maximising their learning opportunities. All members of staff are expected to encourage students to behave responsibly and to manage behaviour effectively using the procedures set out in this document. SCS seeks to ensure that staff use appropriate rewards and reflections in a consistent way so that students view the school's policy as fair and non-discriminatory.

At SCS we recognise that a student's behaviour is closely linked to their social and emotional well-being. As such, rewards and reflections are always applied with this in mind, dependent on the needs of the individual student concerned. Support and training is given to staff when required to help them deal with particular individual students or situations. Strategies are most effective when there is a partnership between parents, the school and, where necessary, outside agencies. We aim to provide consistent support and guidance to ensure high standards are adhered to.

This policy applies to all Secondary students and will be given to all staff as part of an induction process. Volunteers and those supervising extra-curricular activities or accompanying school trips are instructed to make themselves familiar with the Positive Behavior Management Policy.

We have very high expectations of our students and a belief that every student is capable of meeting them. The Positive Behavior Management Policy exists to make sure learning can happen in the best possible conditions and therefore everyone has to follow the Policy so that the system works and everyone benefits. Within this Policy are the necessary consequences for not meeting our expectations - the expectations are clear and there is consistency to the consequences.

Corporal punishment or the threat of corporal punishment of students is prohibited at SCS.

## **2.0 Procedures**

**Standards of expected behaviour** in the Secondary School are based on the SCS expectations set out in **Appendix C**.

Student behaviour is always managed at SCS in a manner appropriate for a student's stage of development and particular individual needs. The emphasis is upon positive reinforcement of desired behaviours and a variety of incentives and rewards for good behaviour are used. We ensure that rules and expectations are explicit, familiar to students and consistently applied. We reinforce mutual respect and good behaviour at every opportunity including Form time, assemblies, ECA's and all school trips including sports fixtures.

Where behaviour falls below the expected SCS standards, there is a clear and precise pathway of consequences which are designed to help students identify what has gone wrong and to modify their conduct. Details of this resolution pathway can be found below which indicates that minor indiscretions are dealt with by teachers themselves whilst persistent or more serious matters are referred to Heads of Departments, Pastoral Leaders and members of the Senior Leadership Team (SLT). Any behavioural intervention is dealt with proportionally, consistently and reasonably, taking into consideration the needs of all parties involved.

## **2.1 Expectations**

### **Staff**

- Spend time building positive relationships with students
- Implement school policies effectively and in a timely manner
- Provide a purposeful learning environment for students that challenges them to reach the highest standards
- Find opportunities to reward students regularly
- Apply the relevant steps highlighted in appendix C when dealing with poor behaviour
- Keep relevant staff members and parents informed of behavioural issues
- Staff always model the expected behaviours in their day to day practice

### **Students**

- Conduct themselves in a safe manner around the school site in line with the school code of conduct
- Be an active member of the school community
- Attend school regularly, be punctual to school and all lessons throughout the day
- Listen carefully to your teachers' or other adult's instructions without interrupting
- Have a strong work ethic and strive to get the best out of themselves
- Be organised and prepared for the school day, have all the necessary equipment
- Complete all work to a high standard, complete homework on time and meet all deadlines set by staff
- Take accountability for the impact of their actions
- Display the school values outlined in appendix E

### **Parents**

- Play an active role in their child's learning and behaviour
- Support staff in the application of school policies
- Communicate effectively and at the earliest opportunity when their child is facing difficulties using the correct channels of communication - Appendix D
- Work in partnership with the school to support their child
- Ensure their child attends school regularly, is on time each day and absences are limited unless absolutely necessary
- Interaction in a positive and supportive manner with all staff. Treat all members of the team with respect that they would expect in return.

## **2.2 Values**

Students will model the behaviours expected of a Safa student at all times. These values are created in line with the schools vision of preparing students for later life and the skills they will need to be successful. The school values take into account three areas: Self, Community and School.

**SELF** - Maintain the highest of standards with regards to their behaviour at all times

**COMMUNITY** - Treat all community members as they wish to be treated themselves being respectful and polite at all times both in and out of school.

**SCHOOL** - Respect and care for the school facilities and site at all times. Contribute positively to the environment and promote sustainability.

### **3.0 Rewards**

Epraise is an online platform used to record positive behaviour in lessons and around the school site. Students can earn house points and with the accumulation of these over time can gain rewards at different stages.

We seek to promote and reward good behaviour in a variety of ways including the following:

- **Individual teachers** using their own classroom strategies to motivate and reward
- **Verbal praise, both private and public** – student's who produce work to an excellent standard will be praised by their teacher in class but also through contact with parents via email or telephone
- **House Points** – awarded for positive behaviours, also extending beyond the classroom; recorded in student's planner both as an individual award and towards a House total; totaled weekly by Form Tutors; students can accrue points and redeem various prizes
- **Subject Awards** – awarded at the end of each term in a House assembly to a student who shows most improvement in their work (awarded to someone who isn't necessarily an academic high achiever) or personal development (e.g. significant contribution to an activity, school society or event)
- **Attendance Awards** – awarded monthly to individual students with outstanding attendance; weekly award to tutor groups with outstanding attendance
- **Head of Year Award** - awarded to students on a monthly basis for their contributions to school life
- **Monthly Key Stage House Prize** – awarded by Key Stage Leaders for a student of their choice who has contributed greatly to school and consequently to their House across the month
- **Principal's Praise** – the practice of asking a student to report to the Head for special congratulations following an outstanding piece of work, special music, games, drama achievement; acknowledgement of this process to the student's parents via email or telephone.

See Appendix B *the rewards for House Point collection*

### **3.1 Behaviour interventions**

To ensure that students are able to reflect on behaviour that is not up to the standards expected at SCS, interventions will occur at different stages.

When behaviour is below expectations students will be placed in reflection time. These reflection time sessions can be at a break, lunch or after school. During these sessions they will be supervised by a Middle or Senior Leader and they will complete a reflection activity. The teacher from the subject in which the student received the behaviour point will attend the start of the reflection time to discuss and resolve any issues that occurred in the lesson if this conversation has not already taken place.

#### **In Class Low level interventions**

- Look at the student
- Move closer
- Pause speaking
- Tap the table
- Gesture
- Say the students name
- Restate relevant rule
- Ask to see the student at the end of the lesson
- Crouch down and speak to the student 1:1
- Ask to speak with the student outside
- Use assertive language

### **3.1.1 Accumulation of Behaviour Points**

Form Tutors and Heads of Year will keep track of the number of Behaviour Points students have accumulated each week / each term and will act accordingly using the scale found in **Appendix C Levels of Unacceptable Behaviour**, where examples of the different levels of unacceptable behaviour can be found.

The following forms of intervention may be used to understand and rectify behaviour which is deemed unacceptable and will be used as circumstances demand;

- ★ **Academic or Behaviour Report** – this is a form of monitoring academic progress, punctuality and behavioural issues. The student must get the signature of the teacher from each lesson or activity throughout the day. The Pastoral Leader and the student’s Form Tutor will oversee the ‘On report’ process with the student reporting to them at regular intervals determined by the Pastoral leader.
- ★ **Internal Isolation** – this sanction may be appropriate for serious or persistent behaviour issues. A student may be placed in internal isolation for a specified period of time and supervised by the Pastoral Team. Subject staff will set timetabled subject work. Break and/or lunchtime will be spent in reflection.
- ★ **Fixed term Exclusion** – this may only be authorised by the Principal, or another member of the SLT, in his absence. It may be considered for students who have committed serious disciplinary offences.

### **3.1.2 Use of Behavioral Interventions**

In order to promote self-discipline and accountability, any student who experiences a Behavioral Intervention will have the process and expectations clearly explained to them and, if necessary, their parents.

Interventions will be confined to the individual student concerned and will be appropriate and proportionate to the unacceptable behaviour, the individual child and the circumstances. Whole class sanctions are considered inappropriate and are not used unless the SLT have authorised it. The school reserves the right to exclude a student temporarily if necessary, but only the Principal has the authority to action this.

When dealing with inappropriate behaviour, we stress that it is the behaviour that is unacceptable, not the student. Thus, in using an intervention, the member of staff is disapproving of the ‘action’ not the student.

### **3.3 Definition of a Serious Offence**

SCS regards the following as serious offences:

- Smoking including possessing, sharing, selling and using vaping paraphernalia
- Serious actual or threatened violence against another student or a member of staff
- Defamation of political/ religious/ social symbol
- Sex abuse or assault
- Supplying an illegal drug
- Possession of drugs/ inappropriate materials/ alcohol
- Carrying a weapon
- Arson

## Appendices

### Appendix A:

Behaviour Points	Intervention (Use these as guidance)
5 Behaviour Points	Form Tutor Phone call or Email to parents
10 Behaviour Points	HOD/ HOY Meeting with Parents to discuss behaviour - behaviour report
15 Behaviour Points	AHT Meeting with parents to discuss behaviour and next steps - formal letter to be written to the parents - Action plan created for student and shared with parents in face to face meeting
20 Behaviour Points	DHT meeting to review behaviours, undertaking to be written if required

Behaviour Points	Staff Involved	Intervention
<b>5-10 Behaviour Points</b>	Form Tutor	Phone call or Email to parents
<b>11-20 Behaviour Points</b>	Form Tutor/HOD/HOY	HOD to contact parents if problem is in one subject HOY if across a number of subjects Report if necessary
<b>20-30 Behaviour Points</b>	HOY/ AHT	Formal meeting with parents Behaviour report Formal Letter written to parents Action plan created if necessary Team around the child meeting
<b>30-40 Behaviour Points</b>	AHT/DHT	Formal meeting with parents Behaviour report 2nd Formal Letter written to parents Action plan created if necessary Team around the child meeting
<b>40+</b>	Head of School	

**Note: The above interventions provide guidance, the professional judgement of the team members involved enable them to work on a case by case basis to decide what is in the best interests of the student moving forward.**



## Appendix B: House Points Incentives

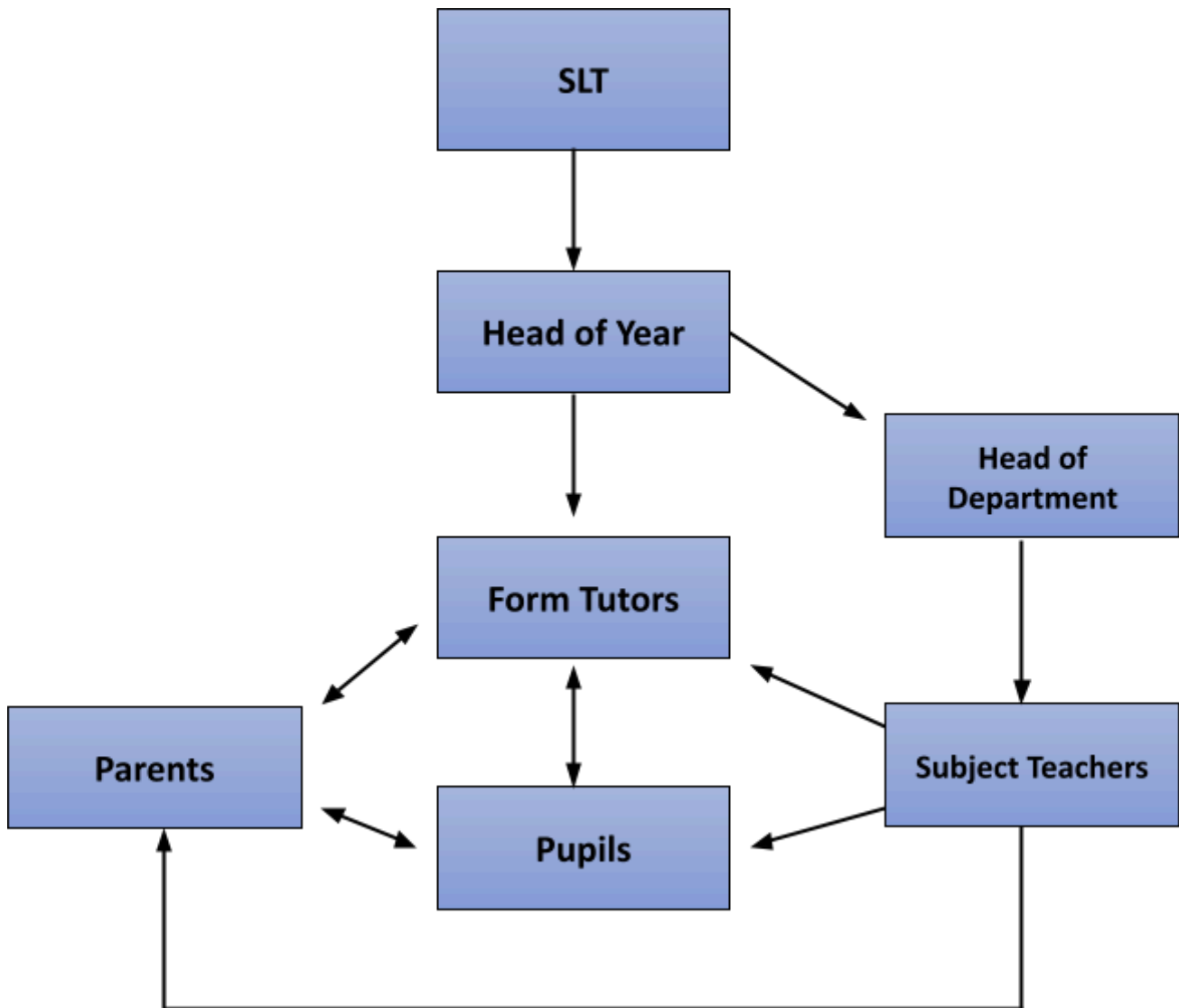
<b>100 House points</b>	<ul style="list-style-type: none"><li>- <i>A positive phone call home</i></li><li>- <i>Can be purchased anytime</i></li><li>- <i>Your Head of Year or a member of SLT will make a positive call home</i></li></ul>
<b>200 House points</b>	<ul style="list-style-type: none"><li>- <i>Available all term (students to select rewards at the start of the year)</i></li><li>- <i>In school rewards</i></li></ul>
<b>300 House points</b>	<ul style="list-style-type: none"><li>- <i>Available all term (students to select rewards at the start of the year)</i></li></ul>
<b>400 House points</b>	<ul style="list-style-type: none"><li>- <i>Activities can be on or off site</i></li><li>- <i>Can bring up to 3 friends</i></li></ul>
<b>500 House points</b>	<ul style="list-style-type: none"><li>- <i>Special reward recognition</i></li><li>- <i>E.g Shave Mr Brady's head in an assembly</i></li></ul>

**Appendix C: Levels of Unacceptable Behaviour**

**Secondary Behaviour Sanctions**

	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
Behaviours	<ul style="list-style-type: none"> <li>- Off task in lesson</li> <li>- Interrupting/ calling out</li> <li>- Inappropriate language</li> <li>- Not listening to instructions</li> <li>- Late to lesson</li> <li>- Uniform infringement (shirt not tucked in, hair not tied back, no tie or scarf)</li> <li>- Homework not handed in or poor standard of homework</li> <li>- No book, device or equipment</li> <li>- Chewing gum</li> <li>- Mobile Phone Visible</li> <li>- Headphones</li> </ul>	<ul style="list-style-type: none"> <li>- Rude to a member of staff</li> <li>- Low level bullying</li> <li>- Inappropriate language</li> <li>- Inappropriate use of devices</li> <li>- Late 2 or more times in a week</li> <li>- Intimidating others</li> <li>- Failure to attend Reflection Time</li> <li>- Failure to hand in homework after second opportunity</li> <li>- Defiance</li> <li>- Poor behaviour on the bus</li> </ul> <p style="text-align: center;">Persistent Level 1 Behaviours</p>	<ul style="list-style-type: none"> <li>- Bullying (ongoing)/ cyberbullying</li> <li>- Academic Dishonesty - Plagiarism or Examination Malpractice</li> <li>- Theft</li> <li>- Deliberate physical or verbal violence to an adult or peer</li> <li>- Vandalism</li> <li>- Discriminatory comments</li> <li>- Truancy</li> </ul> <p style="text-align: center;">Persistent Level 2 Behaviours</p>	<ul style="list-style-type: none"> <li>- Serious actual or threatened violence against student or staff member</li> <li>- Arson</li> <li>- Possession of illegal substances</li> <li>- On going cyberbullying,</li> <li>- Sexual assault,</li> <li>- Continued failure to meet school expectations</li> <li>- Smoking/ vaping</li> </ul> <p style="text-align: center;">Persistent Level 3 Behaviours</p>
Actions	<p style="text-align: center;">Verbal Conversation Break Reflection Time (10 mins)</p>	<p style="text-align: center;">Lunch Reflection Time (30 mins)</p> <p style="text-align: center;">Behaviour report for persistent behaviours</p>	<p style="text-align: center;">After School Reflection Time (24 hours notice given) Internal Isolation Fixed Term Exclusion</p> <p style="text-align: center;">Behaviour report for persistent behaviours</p>	<p style="text-align: center;">Fixed Term Exclusion Permanent Exclusion</p>
Responsible	Subject Teacher/Form Tutor	HOD/HOY	HOY/ SLT	SLT
Communication	Reflection logged on Epraise, form tutor informed, email to parent or phone call if required.	Reflection logged on Epraise, Form tutor informed, teacher to contact parents by email or phone.	<p style="text-align: center;">Meeting with parent arranged face to face and sanctions outlined</p> <p style="text-align: center;">Formal letter sent to parents via ISAMS</p>	<p style="text-align: center;">Meeting with parent arranged face to face and sanctions outlined</p> <p style="text-align: center;">Formal letter sent to parents via ISAMS</p>

**Appendix D: Flow diagram of Pastoral Structures**



## Appendix E

