

Eastbrook Secondary School



BEHAVIOUR POLICY

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1. INTRODUCTION

This policy has been created to provide a framework for staff, students and parents in developing and maintaining an ethos of exemplary conduct. Such an ethos will enable students to work in, and have responsibility for, a calm, purposeful and orderly environment. It will enable staff to work in, and have responsibility for, an environment where learning and teaching are respected and valued. Finally, the policy will allow parents to have confidence their child is learning in an academic environment and is safe, respected and valued.

The policy is underpinned by the Student Code of Conduct as this sets out our expectations of students. The Code of Conduct is not an aspiration but a consistent expectation of every student. We believe in our students and we believe each and every one of them wants to conduct themselves to the highest standards and that these high standards will serve them well both at school and into adulthood. The Code of Conduct will enable students to develop habits of excellence and foster a sense of inner discipline, self-regulation and respect for the rights of others.

Teachers will support students in working within the Code of Conduct by setting high academic expectations, structuring and delivering high quality lessons, creating a strong classroom and school culture, setting and maintaining high behavioural expectations, leading by example and by building character and trust. The principles and techniques by which we will create a strong classroom culture are set out throughout the policy.

We believe that very clear and well-explained daily and weekly routines will enable students and staff to concentrate on the core business of teaching and learning in a well-structured and consistent environment. Staff and students are expected to abide by these routines at all times to ensure the highest levels of consistency.

We want the school to be not only an exceptionally successful academic environment but also one in which students receive regular praise for making the right choices and conducting themselves well. Exceptional work, conduct, effort and demonstration of good character will be formally acknowledged and rewarded, and this is set out in the Rewards section.

We are aware that our students will make mistakes and this is part of the learning process and part of growing up. Where students act in a manner that is detrimental to their own well-being or the well-being of others they will be sanctioned. Sanctions are not there to punish but to help students understand they have done something wrong. Sanctions will always be carefully explained, and students will be given an opportunity to reflect on the matter with adult guidance. The 'Sanctions' section specifies sanctions that the school will use to support students. Students who need help in addressing behavioural, emotional and social difficulties will have access to a range of support as set out in the 'Support' section.

We recognise that the success of the policy depends on the full support of parents. To this end The Home - School Agreement has been drawn up which reflects the commitments and expectations set out here.

2. ROLES AND RESPONSIBILITIES

2.1 The Governing Board

The Governing Board is responsible for reviewing and approving the written statement of behaviour principles. (Appendix 1)

The Governing Board will also review this behaviour policy in conjunction with the Head teacher and school leaders.

2.2 The Head Teacher

The Head teacher is responsible for reviewing this behaviour policy in conjunction with the Governing Board giving due consideration to the school's statement of behaviour principles. (Appendix 1).

The Head teacher will approve this policy.

The Head teacher will ensure that the school environment encourages positive behaviour, that staff deal effectively and timely with poor behaviour, monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently.

The final decision regarding behaviour, achievement and exclusion lies with the Head teacher, and the Head teacher can make decisions regarding students without parental consent. The Head Teacher can direct students to alternative providers if their behaviour is significantly disruptive to the learning of others, or if students pose a significant health and safety risk to themselves or others.

2.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents

The Senior Leadership Team will support staff in responding to behaviour incidents.

Logging Behaviours

All behaviour events should be logged using the online recording system, google. All staff are trained to use the google workflow system. When logging behaviours staff should provide a clear, concise and accurate account of the behaviour they have witnessed.

Behaviours have been tiered and the school expects for teaching staff to take responsibility for their own behaviour management, and ensure that sanctions are timely and appropriate.

Staff are aware that any details regarding a behaviour incident, that is logged on google, can be viewed by any member of staff, the Headteacher, chair or governors and in some cases parents. The language used must reflect this and avoid opinion, emotive language and slang. Details should be written up verbatim and factual.

Communication with home

It is essential that the school has a clear line of communication with the parents of students at the school. There is an expectation that teachers will contact home to discuss any behaviour concerns they have regarding students.

Staff are expected to notify families if a child is kept after school for a detention.

2.4 Parents

Parents are expected to:

- Sign and agree to the Home School Agreement
- Support their student in adhering to the student code of conduct
- Inform the school of any changes in circumstances that may affect their student's behaviour
- Discuss any behavioural concerns with the class teacher promptly

In signing and agreeing to the Home School Agreement, parents are agreeing to the content and application of this behaviour policy.

3. PRINCIPLES OF BEHAVIOUR MANAGEMENT

At Eastbrook School, we are aiming to create a place where students work hard, conduct themselves well, develop self-discipline and belief, model strong character and support their classmates.

Teachers and other staff will achieve this by embedding four key principles in our classrooms:

- a. Discipline
- b. Management
- c. Influence
- d. Engagement

a. Discipline

- We will teach students the right way to do something rather than assume they know how.
- Our teachers aim to educate students to conduct themselves in an exemplary manner at all times.
- We will teach the students step-by-step what is expected in terms of conduct, attitude and work. We will not assume students have inferred this elsewhere. We do not doubt the value of having a right way of doing things.

b. Management

- Management is the process of reinforcing behaviour by consequences and rewards. It enables staff
- to save their sanctions until they need them most. Management is very limited without the other four elements.
- Teachers who are good managers replace vague and judgemental commands with specific and useful ones; they understand the power of language and relationships. They ask respectfully, firmly and confidently but also with civility. They express their faith in students.
- At Eastbrook we will teach students how to do things right, not just establish consequences for doing things wrong. To truly succeed we must be able to get students to do things regardless of consequence, and to inspire and engage them in positive work.

c. Influence

- Influencing means inspiring students to believe in themselves, want to succeed and want to work for it for intrinsic reasons.
- Management gets them to do things you suggest; influence gets them to want to internalise the things you suggest.
- Getting students to believe in themselves, to want to behave positively, is the biggest driver of achievement and success and is a powerful and lasting motivator.

d. Engagement

- Our students will be consistently, positively engaged with the ethos of our school.
- Our lessons will be planned and delivered to ensure high levels of positive engagement.
- Parents and the community will be regularly communicated with to ensure high levels of engagement, including parental correspondence, relationships with local communities and our parent association.

4. STUDENT CODE OF CONDUCT

We have four rules in our school:

- a. Be prepared for learning, be focused and work hard.
- b. Show respect for other people.
- c. Make our school great.
- d. Follow instructions, first time, every time.

a. Being prepared for learning, being focused and working hard, means we:

- Arrive at school and to lessons on time.
- Bring the correct books and equipment every day.
- Ensure mobile phones are turned off and out of sight when in school.
- Eat only at break times.
- Move from one classroom to the next calmly, directly and with purpose.
- Line up outside the classroom in silence.
- 'STAR' in class – Sit up straight, Track the speaker, Ask and answer questions and show Respect.
- Attempt all tasks and activities to the best of our ability.

b. Showing respect for other people means we:

- Are polite to all we encounter: staff, visitors and fellow students, and treat all people as we would wish to be treated.
- Move around the school in a considered way, alert to other's needs, holding doors open for others and observing the conventions: 'left for learning' and 'inside voices'.
- Respect other people's privacy and family life so they are not offended by what we say or do.
- Never insult, undermine or swear at any member of staff, visitor or student.
- Never fight, play-fight or engage in any other form of physical abuse at any time.
- Never touch other people's property and treat their belongings with respect.
- Volunteer when opportunities to help others present themselves.
- Celebrate the success of others.
- Are helpful and considerate in the local community; we are ambassadors for Eastbrook School.

c. Making our school great means we:

- Wear the correct uniform, in school and to and from school, with pride.
- Are responsible for shared spaces around the school, keeping them clean and tidy.
- Take pride in ours and others' success, sharing that pride with the wider community.

d. Following instructions, first time, every time, means we:

- Listen to members of staff and follow instructions politely and calmly, first time, every time.

We expect all students to follow these rules.

There are no rewards for following these rules. They ensure that every student has the best opportunity to learn in class and to enjoy school. Following them is an expectation. There are consequences for any student that does not follow these rules.

5. CORE ROUTINES

The following routines and expectations apply to all students and will be rigorously and consistently applied by all staff.

a. **Before arriving at school all students will:**

- Eat breakfast (or leave home with enough time to eat at breakfast club).
- Make sure that all homework is complete.
- Pack their school bag with the correct books and equipment for the day.

b. **On arrival at school all students will:**

- Be in full uniform as outlined on the school uniform list.
- Be greeted at the gate by a HOYP or a member of SLT. Students are expected to refer to all members of staff with respect, using the teacher's surname e.g. Mr. Collins or Sir or Ms.
- At 8:35am a member of staff will blow a whistle. Students will immediately make their way to form.
- Have any food and drink stored out-of-sight in school bags for use at break time. Students are not permitted to bring chewing gum into school.
- Ensure mobile phones are switched off and stored out-of-sight in their school bags. Mobiles that are seen by staff, in use or not, will be confiscated. If students need to call home, they can do so from the office. Confiscated phones will be returned five working days after confiscation. Parents will receive a text when phones are confiscated and due to be returned
- Take part in an equipment check, with checks being issued silently where necessary. In the event that a student does not have their planner, a day planner will be issued with an equipment check given by the tutor.

c. **Walking around school and moving to and from lessons all students will:**

- Walk on the left in corridors and stairwells inside the school buildings ('left for learning').
- Walk directly to their lesson.
- Use quiet, 'indoor voices' when conversing with friends and teachers inside the school buildings.
- Walk calmly and sensibly in outdoor areas, avoiding gathering outside entrances and exits.
- Greet others, including visitors, in a friendly and polite manner.
- Hold doors open for others and always say thank you when the door is opened for them.
- Ensure coats and other outdoor garments are removed when sitting inside the building or when above the ground floor in any building.

d. **Entering the classroom at school all students will:**

- Line up outside the classroom in silence.
- Be met by the teacher at the door. The teacher will greet the students.
- Enter the classroom in silence.
- Sit at the assigned seat or where the teacher directs.
- Start the DO NOW activity in silence whilst the teacher greets and takes the register.
- Unpack their equipment, with their planner open to the correct page on their desk.
- Have their equipment ready for an equipment check.

- e. **During a lesson all students will:**
- Answer their name in the register using a clear voice.
 - Observe STAR behaviour - Sit up straight, Track the speaker, Ask questions, Respect others.
 - All equipment should be put down when the teacher addresses the class.
 - Answer questions in full sentences and ensure that everyone can hear.
 - Use the correct voice, as instructed by the teacher: silence, working whisper, paired conversation, clear contribution, performance projection.
 - Celebrate the successes of others in an appropriate way.
- f. **Moving to and from assemblies/examinations students will:**
- Walk in silent lines to and from each area.
 - Line up and enter in form groups in register order.
 - Sit in silence until the assembly begins.
 - Where appropriate show appreciation and celebrate the success of their peers by clapping.
 - Track the speaker and performers to show their interest and out of respect.
 - Remain in silence whilst they are dismissed by their Head of Year or senior member of staff.
 - Walk, with their teacher if practical, to their next lesson.
 - Form Tutors or teachers will sit with their form group on the outside of student lines.
 - HoYs will direct staff to positions to ensure students leave silently after any assembly or exams.
- g. **During break and lunchtime all students will:**
- Walk calmly and sensibly to the ground floor of school buildings.
 - Not stay above the ground floor unless with written permission.
 - Queue for food calmly, speaking in a conversational tone to friends and staff members.
 - Thank catering staff as they are served.
 - Sit and speak in conversation tone while eating food in the dining area.
 - Take responsibility for cleaning up the dining area.
 - Read or revise in the library or take part in an indoor extra-curricular activity.
 - Ensure that a calm and purposeful atmosphere is maintained in these areas.
 - Meet with Pastoral Heads of Year to address any concerns or queries.
 - When moving around the building and the school ground, walk calmly and sensibly.
 - Remain considerate of other feelings and needs while socialising with friends.
 - The Head of Year or another member of staff will blow a whistle at the end of break and lunch, before walking directly to tutor group / lesson / enrichment activity.
- h. **At the end of the school day all students will:**
- Walk calmly and sensibly out of school grounds.
 - Talk in conversation tone to each other.
 - Attend extra-curricular activities if desired, following arrangements made by members of staff.
 - Use local facilities in a polite, orderly manner, demonstrating good character at all times; be aware of other people around us on the streets, in shops, on buses and trains, ensuring never to shout or behave in a way that will negatively affect them and taking opportunities to show consideration like offering a seat to an older person or parent with a young students; and, remember that while in school uniform, students are ambassadors for the school.

6. SANCTIONS

At Eastbrook, students are expected to observe our four rules and follow the core routines and behaviour expectations. If students are not doing so, a number of measures will be put into place in order to support them to do so. All sanctions will be an opportunity for students to understand, reflect upon and correct what went wrong.

These sanctions include:

- a. Uniform Infractions.
- b. Confiscation.
- c. In-class consequence.
- d. Removal from a lesson.
- e. Detention.
- f. Internal exclusion.
- g. External exclusion (fixed term).
- h. External exclusion (fixed term within an alternative provision).
- i. External exclusion (permanent).

In deciding on a sanction, the school will make a decision based on the evidence in relation to the balance of probability. Therefore, a student may be given a sanction for an action/involvement in an incident that he/she denies. The school will always conduct an investigation, which can result in sanctions being decided upon several days after an incident. For a more serious incident, previous behaviour/information will be taken into consideration. Senior staff will take into account the context of an incident before deciding on the appropriate sanction, including mitigating circumstances.

a. **Uniform Infractions**

If a student arrives at school in an incorrect uniform, they will be given the opportunity to correct it, offered items from the uniform shop or parent will be asked to bring the correct uniform from home. Should all of these fail to correct the uniform the student will remain in Isolation for the day.

On rare occasions, students may have an acceptable reason for not having the correct uniform, eg. a broken leg and cast that requires the student wears loose trousers; an incident on the way to school that has damaged an item of clothing and requires the student to wear an alternative. On these occasions the student will be required to provide a written request from parents or carers and, subsequently, a waiver from their Pastoral Head of Year, Head of Year or a member of the Senior Leadership Team, which will be dated and signed by that member of staff.

b. **Confiscation**

The following items are not to be seen or heard in school at any time. If students bring them to school, they must be stored out of sight before entering school grounds.

- Mobile phones must not only be stored out of sight at the beginning of the day, before entering school grounds, they must also be switched off.
- Headphones.
- Music devices.

If a member of staff sees or hears a mobile phone, headphones or music device in school the item will be confiscated. The confiscated item will be returned five days after confiscation. The confiscated item, will be passed to the Head of Year with the name of the student and the date of confiscation. The item will be stored in the school safe until it is returned.

The following items are banned from the school site and will be immediately confiscated. This list is not exhaustive and any final decisions rest with the Headteacher. The School has the right to search students for the items identified below.

Any offensive weapon, which may include:

- Tool with a blade or shaft including Stanley knives or craft knives.
- Screwdriver of any size.
- Blade of any size or description.
- Lasers of any description.
- Any article which has no function in School and has the potential to cause injury or harm.

Smoking related articles, which may include:

- Cigarettes.
- Lighters.
- Shisha pens.
- E cigarettes e.g. Vape.
- Jewellery (other than plain ear studs, maximum one in each ear lobe, or medical bracelets).
- Aerosols.
- Any item that may rightly give offence to another member of the school community.

It is likely that possession of an offensive weapon in school or possession of drugs or drug-related paraphernalia will result in permanent exclusion and will be reported to the police.

c. In-class sanction

If a student’s behaviour is disruptive to the learning of others or negatively impacts the member of staff’s ability to effectively support the class, the student is given a series of verbal warnings. Each verbal warning is issued clearly and includes a rule-reminder, warning and choice. If behaviour does not change, an in-class sanction is applied.

Rule Reminder	Warning	Consequence
Remind student of the rule to be followed.	Warn student of the consequences of non-compliance.	Initiate sanction or praise compliance.
e.g. ‘One of our four rules is that students should be prepared for learning, be focused and work hard. You	e.g. ‘I reminded you of the school rules earlier. This is a warning that if you continue to disrupt the learning of others,	e.g. ‘You have already been issued with a warning. Collect your belongings and make your way the Relocation

are not focused.'	you will be relocated.'	Room. Thank you.'
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In-class consequences might include a change of seat, a removal of privilege or a detention at break or lunchtime. Staff are required to record this on the google form for 'in class behaviour'. An in-class detention might be issued for one of several reasons:

- Failure to complete home learning.
- Late arrival to the lesson.
- Failure to complete classroom tasks or failure to complete tasks to an acceptable standard.
- Restorative conversations where a student can 'put things right'.

Failure to attend an in-class detention with your subject teacher will be escalated to a HOD detention in line with the grid below.

d. Relocation or removal from a lesson

If a student's behaviour continues to be disruptive to the learning of others or negatively impacts the member of staff's ability to effectively support the class, the consequence applied is that they are asked to leave the lesson to complete work in another room. When a student is relocated, the staff member initiating the relocation completes the 'In class behaviour' google form on the Staff Portal. This form is completed before sending the student. Following relocation, the staff member adds a description to the google form with the reason for relocation.

If a student refuses to leave the lesson, the member of staff will request 'Leadership support' via the 'In class behaviour'. A member of Leadership support will collect the student from the lesson. Following removal, the member of staff adds a description to the google form with the reason for removal.

A further sanction will be issued following the Pastoral Head of Year's investigation, including a minimum of a 30 minute, same-day detention. The detention will be served with the Pastoral Head of Year. *A restorative meeting between the student and member of staff will be held during the detention.*

Students will be returned to lessons where appropriate. Repeated relocations will lead to an escalation in sanctions; initially, an internal exclusion and, ultimately, suspension, due to the impact on the learning of other students.

e. Detention

Students will receive a detention for not observing the school rules.

When	Frequency	Who
Break Time / After School (15 Mins)	Daily	Class room teacher / Form tutor

After School (30 minutes)	Daily	HoD or HoYP depending on the type of incident.
After School (45 minutes)	Daily	HoYA
After School (60 minutes)	Friday	Member of SLT
Failure to attend an SLT detention will result in an Isolation Exclusion.		

Detentions will run as follows:

- All detentions will be logged on Google.
- Students have a responsibility to attend a detention, following the procedure as set out by their PHOY. If students fail to attend any detention their sanction will be escalated in line with the above grid.
- During a detention, students are expected to complete the task/reflection sheet supplied by their HOY. This must be completed to a high standard or a further sanction may be applied. Students may not be dismissed from detention until the work is completed to school standards. Once they have completed this sheet, they may use the time to complete other homework or silently read. Students who fail to meet expectations during a detention may be removed and the sanction escalated.

Examples of behaviours that may be picked up by members of staff around the school that will result in a detention are listed below, although this list is by no means exhaustive:

- Uniform infractions (those that have come about during the day; eg. no tie).
- Lateness.
- Eating or handling food at any time other than break.
- Chewing gum.
- Unruly behaviour inside the school building.
- Unruly behaviour outside, in the school grounds.
- Intentionally causing distress to another student or doing so through ill-considered behaviour or speech.
- Swearing at any time.
- Dishonest/insolent behaviour towards a member of staff.
- Defiance towards a member of staff.
- Failure to attend any sanction and/or complete it in the correct manner.

When a member of staff issues a detention, either in class, or around the school, they speak directly to the student, detailing the behaviour that breaks our school rules. They enter the detention on the google form at the next opportunity.

Having issued a detention, the member of staff will initiate a restorative meeting between the student and themselves. Restorative conversations recognise that students' behaviour is usually the outcome of many and varied complex factors in their lives. Members of staff do not therefore take students' behaviour personally. Restorative conversations between the student and teacher are of vital importance in securing

success for that student. During these conversations students and teachers discuss the poor choices that were made by the student and what better choices could have been made.

These conversations happen regularly for these students, not just in reaction to a problem. Teachers may see fit to keep students for a few minutes at lunchtime every day to discuss what went well and when they noticed that the student tried to modify their behaviour. These conversations shape teachers' relationships with their students and have far greater impact than any sanction.

f. Internal Exclusion - Suspension Ladder 1-3 (See Appendix 2)

Where appropriate the School may issue an internal exclusion. In this instance students will be expected to attend school for the duration of the sanction, however, will not participate in lessons. Students will be provided with work from their missed classes and/or work that is in line with the school's curriculum. All isolations will take place in the Hub, students will remain in the Hub during social times.

The decision to issue an internal exclusion may be taken by the Head of Year or a member of the Senior Leadership Team. The isolation will need to be agreed by the SLT line manager for that Year group. The length of the isolation will be determined by this member of staff, depending on the level on the Suspension Ladder. The seriousness of the incident will be reflected in the length of the isolation.

Where students receive an internal exclusion, parents will be contacted. Parents may be required to attend a meeting with the student's Head of Year and/or a Senior Leader.

g. Suspension- Suspension Ladder 4+ (See Appendix 2)

The following will usually lead to a suspension:

- Acts of physical aggression or incitement to physical aggression (including assaults on other students).
- Persistent refusal to follow staff instructions or to adhere to the expectations of the School as stated above.
- Persistent disruption of lessons and/or persistent behaviour that is detrimental to the learning of others.
- Persistent refusal to follow the School behaviour policy, uniform policy or other School rules.
- Possession or use of any unauthorised substances. E.g. vapes, alcohol, etc.
- Possession and/or use of any of the following:
 - Pornographic materials (including misuse or attempted misuse of ICT equipment).
 - Any articles deemed offensive.
- Acts of abuse of any nature including incitement to abuse on religious, racial, age or gender related grounds.
- Acts of bullying (including cyber bullying).
- Acts of racist or homophobic abuse.
- Malicious accusations against school staff.
- Acts of behaviour that are dangerous or deemed to endanger the health, safety and wellbeing of any person associated with the school and/or school property.
- Acts of swearing directly at a member of staff.

- Acts of vandalism or damage.
- Any act, either by word or deed which brings the school into disrepute; this includes any mention of Eastbrook on social media.
- Theft from students, staff, visitors, school property, the school's canteen.
- Theft from the local community shops - shoplifting.
- Burglary of the school at any time.
- Recording anti-social behaviour, including fighting, bullying, homophobic or racist comments or incidents and assaults of any description.
- Acts of inappropriate use of technology (see ICT Acceptable Use Policy).
- Setting off the school fire alarm without good reason.

The decision to issue a suspension will be taken by the Headteacher. They will determine the length of suspension. Where students receive suspension, parents will be contacted. Before the student return to mainstream lessons, parents will be required to attend a reintegration meeting with the student's Head of Year and a Senior Leader. For more significant incidents, a placement at another provision may also be considered.

h. Alternative Provision - Suspension Ladder 7+ (See Appendix 2)

For students who are at risk of permanent exclusion, or for students receiving a suspension beyond five days, the school will arrange alternative provision with a local provider. In addition, if the Headteacher believes there are specific reasons, such as health and safety, that a student needs to be educated off site, he/she will be entitled to make arrangements for alternative provision to be put in place.

Again, parents will be contacted. Before the student is allowed back in school, parents will be required to attend a reintegration meeting with the student's Head of Year and a Senior Leader, and where possible a representative from the alternative provision will attend.

i. External exclusion (permanent) - Suspension Ladder 9 (See Appendix 2)

Permanent exclusion will be considered if a student:

- Is in persistent breach of the provisions of this policy and as a result of his/her actions there is a serious detrimental impact on the welfare and education of other students or staff at the School.

or

- Commits a serious breach of the behaviour policy by being involved in what may be termed an exceptional 'one-off incident and as a result of his/her actions there is a serious detrimental impact on the welfare and education of others attending the School. There is no comprehensive list of exceptional incidents and students and parents should be aware that these will cover actions which constitute unlawful acts whether or not they result in criminal prosecution. This sanction will also apply if the actions of a student take place outside of the School (whether or not in uniform) and are of such a nature that the reputation and good standing of the School is brought into disrepute.

The following will usually lead to permanent exclusion:

- Serious actual or threatened violence against, and/or injury to a student, a member of staff, or a member of the general public (this includes arranging for a group of students from another school to congregate outside of the school).
- Sexual abuse or assault.
- Possession or supply, directly or indirectly, of an illegal drug in school and/or out of the School.
- Carrying an offensive weapon.
- A criminal conviction.

7. REWARDS

The role of rewards in recognising and promoting Eastbrook School's values is a key part of developing the potential of young people by giving encouragement and praise. Praise is a key component of good teaching and good staff/student relationships. Good behaviour is best promoted and developed by drawing attention to and rewarding well behaved and hardworking students. Praise needs to be used appropriately, sincerely and linked to tangible examples of a student's strengths. The rewards policy operates within this guiding principle. The system also links individual recognition and achievement to the house system and develops a healthy competitiveness at house level, while fostering a tangible sense of connection and belonging.

The link between individual betterment and actualisation, and service to one's peers, house, school and society as a whole, is captured by the assertion '*An Eastbrook student thinks for themselves and acts for others*'.

PROUD Points

We believe that all students deserve to be acknowledged for their good and positive behaviour in our school community. Students need to be recognised for the positive contributions they make towards making our school PROUD. As such, we want to take all opportunities to catch students being good and celebrate them living out our PROUD values.

We provide as many opportunities as possible for students to earn PROUD points. When students produce work and display the effort to go above and beyond in the classroom, they earn PROUD points, as well as consistently completing homework to a high standard. Students can also be awarded for attendance, punctuality, taking part in extra-curricular clubs, supporting during parents' evenings, participating in House competitions, being kind to and supporting others, etc. This is not an exhaustive list and we are continually looking for other chances to reward our students.

PROUD points are accumulated and when reaching certain totals, students are rewarded and parents/carers informed. This could take the form of postcards, certificates, group call, etc. These totals, as well as the rewards and communication, are constantly reviewed and updated.

The reward system centres on the awarding of PROUD Points. PROUD Points are awarded for the demonstration of virtues from the five sets of character virtues prized at Eastbrook and referred to by the acronym PROUD.

- a. Principled.
 - b. Resilient.
 - c. Open.
 - d. Understanding.
 - e. Disciplined.
-
- a. Being principled, means we:
 - Prize and practice **moral virtues** that enable us to act well in situations that require an ethical response: eg. courage, honesty, compassion, justice, humility and gratitude.
 - b. Being Resilient, means we:

- Prize and practice **performance virtues** that enable us to be effective in our learning and other endeavours: eg. confidence, resilience, perseverance, teamwork and determination.
- c. Being Open, means we:
- Prize and practice **civil virtues** that contribute to the common good: eg. citizenship, civility, community awareness, neighbourliness, volunteering and service.
- d. Being Understanding, means we:
- Prize and practice **intellectual virtues** for the pursuit of knowledge, truth and understanding: eg. autonomy, critical thinking, curiosity, open-mindedness, resourcefulness and judgement.
- e. Being Disciplined means we:
- Prize and practice **practical wisdom** (a meta-virtue) to enable us to perceive, know, desire and act with good sense for the betterment and flourishing of ourselves and others.

We encourage all students to strive to develop and demonstrate these virtues, daily. We call this 'Making us PROUD'. Examples of behaviour that makes us PROUD are:

Principled - Courage:

- Standing up for something that is truly believed.
- Speaking out about something that is passionately felt.
- Being consistent, although not dogged, in opinion even when others disagree.

Resilient - Perseverance:

- Finishing a piece of work or project that has been challenging and not quitting until it is as good as it can be.
- Asking more and more questions until a new idea is understood.

Open - Service:

- Taking part in projects that exist to effect positive change in the school or wider community.
- Acting for or on behalf of others.
- Applying knowledge from the classroom in the real world to the betterment of real people and situations.

Understanding - Curiosity:

- Discovering a new and exciting piece of knowledge through research and study and sharing it with the class.
- Asking excellent questions that help everybody to learn.
- Using ideas from school as a starting point for further exploration at home.

Disciplined – Practical Wisdom:

- Thinking carefully about how to act in situations where virtues collide and then acting well.

Each department has a display for students explaining how to earn PROUD Points in their department. Each has created their own criteria for the five virtue sets. For example, in Physical Education:

- Principled - Courage:
 - Stepping up and taking part in a competition.

- Resilient - Perseverance:
 - Training hard to achieve a goal.

- Open - Service:
 - Giving up one's own time to support a teammate or classmate to achieve their goal.

- Understanding - Curiosity:
 - Researching widely to complete an assignment.

- Disciplined – Practical Wisdom:
 - Balancing the desire to do ones best and succeed with the needs of the team.

The award of PROUD Points

All school staff can award PROUD Points to students for the demonstration of virtues from the five PROUD sets. When doing so they are explicit about the virtue they are recognizing. For example:

'Congratulations Nyla, I'm awarding you a PROUD Point for the zest you've shown in gathering so much material for your group's history assignment. We're PROUD of you'.

'Well done Philip, you've made us PROUD today by showing real kindness to the new Year 7 students as you showed them around our school'.

When a student receives a PROUD Point, they receive one for themselves and one for their house team.

PROUD Points awarded in class by the class teacher and around the school by all school staff, are awarded in different ways.

a. PROUD Points awarded in class

In class PROUD Points are awarded via the rewards google form.

Reviewing the learning at any point during the lesson, the teacher might say:

'The following students have shown perseverance this lesson and have earned 1 PROUD Point each.'

'To recognise their creativity in their approach to their learning this lesson, I am awarding the following students 2 PROUD Points each. Thank you - we are all PROUD of you'.

b. PROUD Points awarded outside of class

Outside of class, PROUD Points may be awarded by any member of staff. Each member of staff carries PROUD Point stickers with them and on seeing a student demonstrate one of the virtues from the five PROUD sets,

places a PROUD Point-sticker in their planner:

‘Well done Erion, reminding everyone to quieten down and show respect in the dining hall today showed real integrity. We’re PROUD of you. Please let me have your planner so I can put a PROUD Point-sticker in it.’

PROUD Point-stickers are stuck in the PROUD Point pages of the student’s planner by the awarding staff member.

PROUD Point stickers are converted to PROUD Points by the student’s form tutor using google. This is done when the student alerts the teacher that they have collected 10 PROUD point stickers. When a student alerts the tutor that they have collected 10 PROUD point stickers, the tutor celebrates their achievement publicly and enters their points in google, being sure to sign the appropriate column in the student’s planner.

The Headteacher will award a gold PROUD Point for strong support for the ethos of Eastbrook School, representing the school in some way or to students recommended for special recognition (particularly for excellent academic achievement). The gold PROUD Point-sticker is stuck in the student planner and is signed and dated. A gold PROUD Point is worth ten PROUD Points and is recorded on google by the tutor in the same way.

c. Earning rewards

The following rewards may be earned throughout the year.

Each week:

- The two students who have been awarded the most PROUD Points in each tutor group receive a postcard home as well as social media recognition.
- The five students who have been awarded the most PROUD Points in each year group receive a Queue Jump Pass / Hot chocolate voucher / Ice lolly voucher and are celebrated in the weekly year group assembly by the Heads of Year.

Each half-term:

- The most improved students, as measured by the number of half-termly PROUD Points earned, are invited to a Headteachers Lunch.
- The form with the highest average number of weekly PROUD Points will enjoy a Form Pizza Party.

Each term:

- The two students that have been awarded the most PROUD Points in each year group receive a Voucher.
- The students that have been awarded the most PROUD Points in each year group will enjoy a termly reward trip.
- One student in each year group will receive a HeadTeachers Commendation each term.

Each year:

- At the end of the year there will be a draw for one of the 'Big' prizes that are displayed throughout the academic year. Students will be able to enter their PROUD Points into the draw.

Badges (See Appendix 3)

- Students that have been awarded a certain number of PROUD Points in a single year receive a Bronze Virtue Badge.
- Students that have been awarded a bronze badge and a certain number of PROUD Points in a single year receive a Silver Virtue Badge.
- Students that have been awarded a silver badge and a certain number of PROUD Points receive a Gold Virtue Badge.

A student may only earn one of each colour Virtue Badge during their time in the school (one bronze, one silver, one gold).

The giving of rewards is administered by the Head of Year for each year group.

Virtue Badges are awarded throughout the year by the Heads of Year / Heads of Department during half-termly Award Assemblies.

e. House Awards

The House system fosters a sense of belonging and healthy competition. All individual PROUD Points generate house points for the relevant house on a one-to-one basis. Student attendance also generates house points for the relevant house, as do inter house competitions.

House points awarded throughout the year contribute to House Awards awarded at Award Assemblies.

f. Award Assemblies

At the end of each term there is an Award Assembly for each year group to acknowledge the successes of individual students and the PROUD Points they have received. Any badges awarded, are awarded in this assembly. This assembly not only recognises the special achievements of individual students, both those related to the PROUD Point system and those earned outside this system (eg. music grades achieved), but also celebrates the winners of the external competitions (eg. sports teams), House Competitions and, at the end of each term, the overall House Winner for that term.

8. SUPPORT

In Eastbrook School we support our students who are experiencing behavioural, emotional or other difficulties that might impede self-discipline and effective learning. As previously stated, we believe the most effective way of supporting students in managing their behaviour is to praise and reward good behaviour. However, where students are having difficulty conforming to the expected standards of behaviour various strategies may be employed to help them improve. Early intervention and behavioural change are always our aim. Strategies to support students to meet behavioural standards include:

- a. Daily / Subject report.
- b. Behaviour contract.
- c. Individual student support plan.
- d. Anti-bullying procedures.

a. Daily reports (See Appendix 4)

Putting a student on a Daily / Subject Report enables form-tutors, heads of year or senior leaders to check on behaviour and give instant feedback and encouragement where improvements are evident. This report is taken home for parental signature and involves home and school in daily monitoring and support. Parents will be informed if their student is placed on report.

b. Behaviour contract (See Appendix 5)

Students and parents of students who persistently break school rules will be required to sign a behaviour contract. This will identify agreed targets which are relevant to the particular student. This time-limited contract will form a binding agreement to be referenced in subsequent conversations between the school, the student and home.

c. Individual student support plan (See Appendix 6)

Students who repeatedly display inappropriate behaviours and whose behaviour indicates underlying social/emotional issues are assessed by a member of the Inclusion Leadership Team and an Individual Student Support Plan established. This might include:

- Mentoring.
- Art therapy.
- Lunch club in the Hub.
- A reduction in mainstream lessons for a fixed period of time.

Student support activities take place in the Hub. The Hub operates as a place of calm where students can reflect on issues and ask for support. If a student is upset or needs someone to talk to about an issue inside or outside of school, they can go to Hub and speak to a member of staff.

Individual Student Support Plans are agreed with parents as a result of a meeting between them and the school - usually a member of the Inclusion Leadership Team and the Head of Year for Achievement and the Head of Year for Pastoral Support. This **Student Support Meeting** will consider the causes for concern and the steps suggested to improve the situation.

In drawing up the plan the school will, in discussion with student and parents:

- Review any learning difficulties and put in place a programme of learning-support where necessary.
- Consider changes to the teaching programme.
- Consider changes of sets or class.
- Consider offering specialist support and therapy.

Students at risk of exclusion will be required to attend a discipline board meeting. Students meet with the **Governing Board** with their parents / carers. A Behaviour Contract is agreed and signed by all. Clear targets are set to reduce the risk of exclusion and support agreed.

In addition, where a student is at risk of exclusion consideration will be given to the following:

- Referral to a PRU for joint registration or another appropriate institution.
- A managed move to another school.

In such instances, a Barking and Dagenham Inclusion Officer will attend the meeting. Other agencies such as social services, housing, voluntary organisations, the careers service, could also be involved as appropriate.

The programme will be time limited, be monitored fortnightly and be reviewed at least half way through its duration. Rewards for meeting targets and sanctions for non-compliance will be made clear at the outset.

At the end of the agreed period the intervention package may, according to level of its impact on improving the situation:

- Be reduced or removed.
- Be continued for a further period, with or without amendments.

e. **Anti-bullying procedures**

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- ❖ Deliberately hurtful
- ❖ Repeated, often over a period of time
- ❖ Difficult to defend against

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

At Eastbrook we aim to prevent bullying from happening in school and outside of school, including cyberbullying, by teaching students to recognise different forms of bullying and the effects these have on victim and perpetrator; teaching students strategies for prevention; and by identifying effective procedures for dealing with incidents, and making these clear to students, parents, and staff.

The school's Anti-Bullying Policy is monitored and reviewed regularly, as are the number and nature of incidents. In the case of online bullying, sanctions may be imposed even in relation to conduct which takes place outside school premises.

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- Prejudices around disability and special educational needs;
- Prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum; and,
- Prejudices around gender and sexual orientation, including homophobic and transphobic attitudes.

We treat all bullying incidents equally seriously.

We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. We review this data termly and take action to reduce incidents

9. RELATED POLICIES

The following related policies give further detail with regard to approaches and procedures referenced within this policy.

- Anti-bullying policy.
- Positive handling policy.
- Searching, screening and confiscation policy.

10. APPENDIX

Appendix 1: Written Statement of Behaviour Principles

The Education and Inspectors Act 2006 and DfE guidance (Behaviour in Schools, 2012) requires the Governors to make and frequently review, a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour.

This is a statement of principles, not practice.

Practical applications of these principles are the responsibility of the Headteacher.

The statement has been adopted by the Governing Body as a whole and is informed by our mission and value statements.

Our school rules are for the whole school community and embrace our values, these are visibly displayed around the school and set out in the Behaviour Policy.

As a school we aspire to deliver the highest possible standards of education. For this to be effective, we know we must also create an environment where both our students and parents feel safe, nurtured and respected.

Effective behaviour systems are apparent when all staff are consistent in their management of students and work well together to support each other. These principles promote an approach which as well as describing some absolute rules and guidelines, also allows for the different styles that staff will use along with recognising the complexity of situations they have to handle.

- We believe that all members of our school community should be able to learn and achieve in a safe, secure and purposeful environment.
- We value the development of strong, positive and appropriate relationships among all members of our school community so that everyone feels welcome and included.
We have high expectations of everyone and we will actively promote equality of value whether race, gender, age, sexuality, religion or disability.
- The behaviour policy is based on our belief in, and respect for, the value and contribution of all members of our community and their right to succeed.
- We seek to eliminate all forms of discrimination, harassment and bullying.
- The policy will be applied with consistency and fairness, with regard to each individual situation.
- The emphasis will be on encouraging positive behaviour through high expectations; a focus on learning; appropriate praise and celebration of outcomes.
- When students do not meet the expectations, either through consistent low-level disruption or more severe incidences, we will always try to teach the student what is expected, without humiliation or in public view. At these points, we will enable the student to reflect on, and learn from, their behaviour and to make reparation wherever possible.
- On occasions sanctions may be necessary to demonstrate that challenging behaviour is not acceptable; to provide boundaries and make our expectations clear.
- Sanctions should be known and understood by all staff and students and applied fairly, consistently, proportionally and reasonably.
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student.

- The Governors expect the Headteacher to use discretion in the use of sanctions and to balance the needs of staff, students and parents when considering measures to manage unacceptable/challenging behaviour.
- For those students with special educational needs, physical or mental health needs, and/or Looked After students experiencing particular difficulties with behaviour, the school will seek to ensure that such students receive behavioural support according to their need. However, when making decisions the school must balance the needs of the individual with those of the school community and where student behaviour places others at risk, the safety of the student community as a whole is paramount.
- The Governing Body supports the school's authority to consider all exclusions, particularly permanent exclusions, as the very last resort and expect students and parents to cooperate to maintain an orderly climate for learning.
- Given the overriding need to keep students safe, the school will utilise its powers to search and to use reasonable force in order to keep individuals from harming, or further harming, themselves or others. All such difficult situations will be handled with utmost respect of all the individuals involved, including students, their families and staff.
- The Governors wish to emphasise that violence, threatening behaviour or abuse by students or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.
- The Governors expect the Headteacher to include guidance on the use of reasonable force, within the Behaviour Policy.
- We will always work with parents and carers to understand their students and their circumstances and believe this relationship is an important part of building a strong learning community. Similarly, given our duty of care to the students, this written statement and the policies that stem from it and are influenced by it (for example, appropriate contact, behaviour, anti-bullying and exclusions) applies to all students when in school, when travelling to and from school, and when engaging in extra-curricular activities such as educational trips and visits (residential and non-residential).

This written statement of behaviour principles is reviewed and approved by the **Governing Body** annually.

Appendix 2: Suspension Ladder

		Stages	Responsibility	Actions & Interventions
Internal	1	1 Day Internal exclusion	HOYP HOYA	HOYP - Report Parental communication (Telephone)
	2	2 Day Internal exclusion	HOYP HOYA	Parental meeting for reintegration Behaviour contract
	3	3 Day Internal exclusion	HOYP HOYA SLT	Trigger for assessment (SEN) HOYA Report SLT Interview - Behaviour Contract 2
External	4	1 Day Suspension	HOYP / HOYA SLT Line Manager	Reintegration Meeting Pastoral Support Plan on return
	5	2-3 Day Suspension	HOYP / HOYA SLT Line Manager	Review of Support and further actions with parents
	6	3-5 Day Suspension	HOYP / HOYA SLT Line Manager SLT - Behaviour	SLT Discipline Board
Offsite	7	Recovery Placement	SLT Line Manager SLT - Behaviour SLT - Pastoral Deputy	Head Teachers Discipline Board
	8	10 day suspension to include 5 days at PRU / offsite	SLT Line Manager SLT - Behaviour SLT - Pastoral Deputy	Governors Discipline Board
	9	Managed Move / Permanent Exclusion	SLT - Pastoral Deputy Head Teacher / Governor	

Appendix 3: Rewards - Proud Points

Number of PROUD points	Rewards
Every 20 points	Group call/Postcard/Entry for big prize
50 points	Website/social media/certificate/Queue jump
100 points	Website/social media/certificate/Hot chocolate
150 points	Website/social media/certificate/Stationery
200 points	Website/social media/certificate/period 5 fun activity
250 points	Letter of commendation – Head teacher
300 points	Bronze PROUD badge
400 points	Silver PROUD badge
500 points	Gold PROUD badge
Points/most improved?	HoY PROUD badge (different colours for each year)
Highest PROUD points every week	HoY award in assembly
Highest PROUD points every half term	Head teacher's breakfast/lunch
Highest PROUD points every term	Rewards trip during that term

Appendix 4: Reports



DAILY REPORT – SLT						
Name:		Form:		Date:		
Picked up report at:						
Please score the criteria below with a 5 - 1 for your lesson						
5 = Excellent (Student follows their behaviour target without reminders) 4 = Good (Student may need to be reminded to follow behaviour targets) 3 = Inconsistent (Student needs reminders of their behaviour targets) 2 = Unsatisfactory (Student requires constant reminders to behave) 1 = Real Concern (Student does not attempt to follow behaviour targets)					Target/Comments: 1. Receive minimum of 3 in each lesson 2. Arrive on time to lesson 3. Maintain good behaviour out of class Relocation from lesson = Isolation	
	Registration	Period 1 Subject_____	Period 2 Subject_____	Period 3 Subject_____	Period 4 Subject_____	Period 5 Subject_____
Lesson Participation						
	Teacher:	Teacher:	Teacher:	Teacher:	Teacher:	Tutor:
HoY/SLT Sign						
Parent Comment/Sign						
This report must be collected from the Head of Year every morning and be returned for signing at 3:15pm every day.						
1 st Break				2 nd Break		

Appendix 5: Behaviour Contract



Student Behavior Contract

Eastbrook School



TO: PARENT AND STUDENT

..... will begin this contract on to help in assuring his/her success. This contract will be used to assist in determining their future at Eastbrook School.

GOALS FOR STUDENT:

1. I will follow all school rules first time, every time.
2.
3. Move from one classroom to the next calmly, directly and with purpose.
4.

REWARDS IF GOALS ARE MET:

1. will receive PROUD Points.
2. Positive Phone calls home.
3. Postcards sent home.

CONSEQUENCES IF GOALS ARE NOT MET:

1. Internal isolation in the behavior hub.
2. Fixed term exclusion.
3. Permanent exclusion.

Special Note: The rewards and consequences mentioned above are null and void if student commits an act that would require a suspension and/or exclusion. This will be determined by school policy and the school administration.

By signing this contract all parties agree to the stipulations in the document and will following accordingly.

The following contract will be reviewed on

(Signature of Student)

(Signature of Assistant / Deputy / Head teacher)

(Signature of Parent/Guardian)

(Signature of Behavior Lead)

Appendix 6: Student Support Plan

EASTBROOK SCHOOL PASTORAL SUPPORT PLAN		
Name of Student:		Year Group:
Date of PSP Meeting:		FG:
PSP Completed by: RE <input type="checkbox"/> RW <input type="checkbox"/>		Length of PSR:
Pupil Attendance:	Pupil Punctuality:	
Behaviour Points:	Achievement Points:	Conduct Points:
Does the child have any SEND needs that should be considered? YES <input type="checkbox"/> NO <input type="checkbox"/>		
If yes, what? EHCP <input type="checkbox"/> SEN K <input type="checkbox"/>		
Select the sanctions that have been put in place: On Site Suspension <input type="checkbox"/> Off Site Suspension <input type="checkbox"/> Recovery Placement <input type="checkbox"/> One Suspension <input type="checkbox"/> Two Suspension <input type="checkbox"/> Three Suspensions <input type="checkbox"/> Other Please add details: <input type="checkbox"/>		
Select the reasons for sanctions. <input type="checkbox"/> PP = Physical assault of a pupil. <input type="checkbox"/> PA = Physical assault of an adult. <input type="checkbox"/> VP = Verbal abuse / threatening behaviour of a pupil. <input type="checkbox"/> VA = Verbal abuse / threatening behaviour of an adult <input type="checkbox"/> OW = Use or threat of use of an offensive weapon or banned item (not a vape). <input type="checkbox"/> OW = Possession and use of vape. <input type="checkbox"/> DB = Persistent or general disruptive behaviour. <input type="checkbox"/> OS = Abuse relating to disability. <input type="checkbox"/> BU = Bullying. <input type="checkbox"/> SM = Sexual misconduct. <input type="checkbox"/> DM = Damage. <input type="checkbox"/> PH = Willful and repeated transgression of protective measures in place to protect public health. <input type="checkbox"/> MT = Inappropriate use of social media or online technology. <input type="checkbox"/> LG = Abuse against sexual orientation and gender identity. <input type="checkbox"/> RA = Racist abuse. <input type="checkbox"/> DA = Drug and alcohol related. <input type="checkbox"/> TW = Theft. <input type="checkbox"/> Other		
Reason / s for Pastoral Support Plan:		
Targets of Pastoral Support Plan:		
1. 2. 3.		
Barriers to Passing this Pastoral Support Plan? Are there any factors that could affect the child passing the targets outlined above? How could these be overcome? What can the school do to support?		

Voice of the Pupil: Why does the pupil think they are on a PSP? Why have they received sanctions? Have these been fair? Is there anything the school does not know about? What would make school a more enjoyable experience?	
Pupils Strengths: What is the pupil good at? What are their favourite subjects and why? What do they enjoy most about school?	
Pupils Areas of Development: What would they like to improve? What lessons do they find difficult and why? What do they like most about school?	
Parental Views: How do they family feel about the PSP? What issues do they experience at home? What support do they think the child needs?	
Rewards for Passing of Report and PSP. Positive call home <input type="checkbox"/> Achievement Points <input type="checkbox"/> Lunch skip pass <input type="checkbox"/>	Consequences of Failing Report and PSP. Phone call home <input type="checkbox"/> Behaviour Points <input type="checkbox"/> Daily Reflection <input type="checkbox"/> On Site Suspension <input type="checkbox"/> No lunchtime <input type="checkbox"/> Other <input type="checkbox"/>
This Pastoral Support Plan has been put in place to support and to ensure that they meet the standards and expectations of Eastbrook School. Has been put on a Pastoral Support Plan because they have received two or more formal suspensions. If there is no sustained and significant improvement in behaviour, conduct, attitude, attendance, punctuality, their place at Eastbrook School is at risk. If they fail this Pastoral Support Plan or receive further suspensions, they will be invited in for a formal meeting with Ms Higgins, Head Teacher, and a referral will be made to the Local Authority outlining the schools' concerns' with	
Parental Agreement: I, agree to support the school and my child with the successful completion of this PSP and am aware the failure or repeated issues will result in further sanctions and a formal meeting with the Head Teacher. Parental signature: Date:	
Pupil Agreement: I, agree to do my best to successfully complete this PSP and am aware the failure or repeated issues will result in further sanctions and a formal meeting with the Head Teacher. Pupil signature: Date:	
School Agreement: I, agree to work closely with the pupil to support the successful completion of this PSP and will communicate any successes or concerns with the pupil and family. School signature: Date:	
This PSP will be reviewed in... Two Weeks <input type="checkbox"/> Four Weeks <input type="checkbox"/> Six Weeks <input type="checkbox"/> Eight Weeks <input type="checkbox"/>	

EASTBROOK SCHOOL PASTORAL SUPPORT PLAN REVIEW	
Date of PSP Review Meeting:	
PSP Review Completed by: RE <input type="checkbox"/> RW <input type="checkbox"/>	
Review Date:	
Pupil Attendance:	Pupil Punctuality:
Behaviour Points:	Achievement Points:
Conduct Points:	
What changes have there been in pupil, Attendance, Punctuality, Behaviour, Achievement and Conduct.	
Pupil view of the Date. What does the pupil think of their date? Has anything got better, if so, what? Has anything got worse, if so, what? Is the pupil proud of any improvements? What have they been doing differently?	
PSP Targets. Have the targets been met? If yes, how do we know? If no, why not?	
Feedback from Teachers Prior to the PSP Review meeting, the PSP lead will have sent around notices to all teachers. What feedback has been provided? Is there any negative feedback?	
Pupil Response Is the feedback from teacher's help? Do they feel they have improved in some / most / all areas?	
Outcome of the PSP: Pass <input type="checkbox"/> Fail <input type="checkbox"/> If failed, why?	
Next steps:	