

EASTBROOK SCHOOL



BEHAVIOUR POLICY

Secondary School

CONTENTS

1.	Introduction	1
2.	Principles of behaviour management	2
3.	Student code of conduct	3
4.	Core routines	4
5.	Sanctions	6
6.	Rewards	13
7.	Support	19
8.	Related policies	22

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. 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.

3. 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 by listening carefully.
- 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.

4. 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. All students will immediately make their way to their form class.
- 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 upon 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 each student. In returning the greeting, students will use a teacher's surname e.g. Mr. Collins or Sir or Ms.
- Enter the classroom in silence.
- Sit at 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 and answer 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 assembly 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.

5. 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. Refusing entry to school.
- 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. Refusing entry to school

If a student arrives at school in the wrong uniform, they are likely to be refused entry to school. In this circumstance they will be asked to return home and address the concern. If they are late when they return to school, this will incur the prescribed sanction of a thirty minute, same-day detention. 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, and the student will receive a 30 minute same-day detention. The confiscated item will be returned five working days after confiscation. To confiscate an item, a member of staff sends the student to the Hub, following up as soon as possible by sending an email to help@inclusionlog.on.spiceworks.com with the letters 'CONF' in the subject line, along with the students name.

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 knife.
 - 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.
- 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	Choice	Sanction
Remind student the rule to be followed.	Warn student of the consequences of non-compliance	Give the student the choice of compliance or the sanction	Initiate sanction or praise compliance.
One of our four rules is that students should be prepared for learning, be focused and work hard. You are not focused.	If you continue to talk you will have to move to this seat at the front.	You have a choice: stop talking or move to this seat here.	Please bring your books and sit here – thankyou. or Well done the second half of the lesson was a great improvement

In-class consequences might include a change of seat, a removal of privilege or a detention at break or lunchtime. An in-class detention might be issued for one of several reasons:

- Failure to complete home learning.
- Failure to complete tasks in class in time or to an acceptable standard.
- Restorative conversations where a student can 'put things right'.

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 the Hub. When a student is relocated, the staff member initiating the relocation sends a mail to the Hub informing them. This mail is sent before or as soon after sending the student as possible. The mail is sent to help@inclusionlog.on.spiceworks.com. In the subject line the staff member includes the code 'Q', along with the student's name and the room from which the student has been relocated. Following relocation, the member of staff enters the EBK60 code 'Q' in SIMS and adds the reason for relocation.

If a student refuses to leave the lesson and go to the Hub, the member of staff emails the Hub to request 'on-call support'. A Pastoral Head of Year will collect the student from the lesson. The mail is sent to help@inclusionlog.on.spiceworks.com. In the subject line the staff member includes the code 'OC', along with the student's name and the room from which the student should be collected. Following removal, the member of staff enters the EBK60 code 'Q' in SIMS and adds 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 in the Hub. A restorative meeting between the student and member of staff will be held in the Hub, during the detention.

Students will be returned to lessons where appropriate. Repeated relocation to the Hub will lead to an escalation in sanctions; initially, a senior leaders' detention, internal exclusion and, ultimately, external exclusion, 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
After School (30 minutes)	Daily	PHoY
After School (60 minutes)	Daily	PHoY
After School (90 minutes)	Friday	Member of SLT

Detentions will run as follows:

- All detentions will be logged on SIMS.
- 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 expectation 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).
- Wearing a coat or outdoor garment above the ground floor of any building.
- Lateness.
- Handling a mobile phone, earphones or music device.
- 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 SIMs at the next opportunity. The member of staff will decide whether this detention takes place in their classroom, or in the Hub. If they require the student to serve the detention in the Hub they will send the Hub an email to help@inclusionlog.on.spiceworks.com with the letters 'DETEN' in the subject line, along with the students name.

Having issued a detention, the member of staff will initiate a restorative meeting between the student and themselves. Where the detention is held in the Hub, the restorative conversation will be held in the Hub during the detention. 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

Where appropriate the School may issue an Internal Exclusions. 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. They will run as detentions, as set out above. Any Internal Exclusion will take place in the Hub. During social times, students will stay in the Hub.

The decision to issue an internal exclusion may be taken by the Head of Strand for SEMH or a member of the Senior Leadership Team. The length of exclusion will be determined by this member of staff. For more significant incidents, the length of time of the exclusion will reflect the seriousness of the incident.

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

g. External exclusion (fixed term)

The following will usually lead to a fixed-term exclusion:

- Acts of physical aggression or incitement to physical aggression (including assaults on other students).
- Indirect physical incidents with a member of staff by a student due to his/her irresponsible behaviour.
- Persistent and/or malicious 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 and/or malicious refusal to follow the School behaviour policy, other School rules, discipline and uniform code.
- Possession and/or use/consumption of any of the following:
 - Chemicals, solvents.
 - Alcohol.
- 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 contaminating food or drink which is likely to be consumed by staff or students.
- 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 an external exclusion will be taken by the Headteacher. They will determine the length of exclusion. For more significant incidents, a fixed term exclusion at another provision will also be considered. Where students receive an external exclusion, 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. Where possible, the Head of Strand for SEMH will be in attendance.

h. External exclusion (fixed term within alternative provision)

For students who are at risk of permanent exclusion, or for students receiving a fixed-term exclusion beyond five days, the school will arrange alternative provision with local providers. This may include the Access Centre located within the school grounds. 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, where students receive an external exclusion, 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. The Head of Strand for SEMH will be in attendance and where possible a representative from the alternative provision will attend.

i. External exclusion (permanent)

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.

6. 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

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 learning.
 - 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 groups 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 SIMs. This is done while taking the register using the following codes:

N	<ul style="list-style-type: none">• Absent no-reason.
L	<ul style="list-style-type: none">• Late.
Q	<ul style="list-style-type: none">• On-Call requested for a student to be removed from lesson.
?	<ul style="list-style-type: none">• Incorrect uniform without a waiver.• Unsatisfactory effort needed several rule reminders.• Unsatisfactory amount of work completed.• Incorrect equipment needed for the lesson.
0	<ul style="list-style-type: none">• Correct uniform.• Satisfactory effort needed no rule reminders.• Satisfactory work completed to a satisfactory level.• Correct equipment needed for the lesson.
1	<ul style="list-style-type: none">• Correct uniform.• Good effort.• Good work completed to a high standard.• Correct equipment needed for the lesson.
2	<ul style="list-style-type: none">• Immaculate uniform.• Excellent effort.• Excellent work completed to a very high standard.• Correct equipment needed for the lesson.

- Students that are late get marked with an L and receive no points for that lesson. If they are with a member of staff, they need to have a note or email. If students get marked with an L, they automatically receive a detention. The teacher must inform the student of this.
- Students that are removed from a lesson via on-call get marked with Q and receive no points for that lesson. A behaviour log is added on SIMS. If students get marked with a Q, they automatically receive a detention. The teacher must inform the student of this.
- If a student has incorrect uniform without a waiver, puts in unsatisfactory effort, completes work to an unsatisfactory standard or has the incorrect equipment, then they will receive a '?'. Staff are then required to add a comment by right clicking on the '?'. If students get marked with a '?', they automatically receive a detention. The teacher must inform them of this.
- If student receives a 0/1/2 then no further action is required to be taken by the teacher.
- If a student receives a 1, 1 PROUD Point will be added to their total.
- If a student receives a 2, 2 PROUD Points will be added to their total.
- The total number of PROUD Points available to each student in a week is 50 (2 per lesson, 5 lessons a day, 5 days per week).
- Reviewing the learning at the end of a 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 SIMMs. 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 SIMMs, 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 SIMMs by the tutor in the same way.

c. Earning rewards

The following rewards may be earned throughout the year.

- Each week:
 - The two students that have been awarded the most PROUD Points in each tutor group receive a Text Home.
 - The two students that have been awarded the most PROUD Points in each year group receive a Queue Jump Pass, and are celebrated in the weekly year group assembly by the Heads of Year.

- Each half-term:
 - The twenty most improved students, as measured by the number of half-termly PROUD Points earned, are invited to a Headteachers Lunch.
 - The twenty students earning the most PROUD Points in each half-term, 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 an Amazon Voucher.

- Each year:
 - Students that have been awarded over three-hundred PROUD Points in a single year receive a Bronze Virtue Badge.
 - Students that have been awarded a bronze badge and over four-hundred PROUD Points in a single year receive a Silver Virtue Badge.
 - Students that have been awarded a silver badge and over five-hundred PROUD Points receive a Gold Virtue Badge.

Only one Virtue Badge may be awarded, per student per year (eg. if a student earns their bronze badge one year, they may not earn a silver or gold in the same year).

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.

Weekly awards are given in weekly assemblies. Where possible, the Head of Year identifies examples of behaviour that has made them or the tutors PROUD of the receiving students.

Half-termly and Termly awards, and Virtue Badges are awarded throughout the year by the Heads of Year 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.

The following points system applies to all House Competitions:

- 1st place one-thousand points
- 2nd place five-hundred points
- 3rd place two-hundred-and-fifty points
- 4th place one-hundred points

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

d. Award Assemblies

At the end of each half-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.

7. 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 report.
- b. Behaviour contract.
- c. Individual student support plan.
- d. Anti-bullying procedures.

a. Daily report

Putting a student on Daily 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

Students and parents of students who persistently break school rules will be required to sign a behavior 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

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 meet with the **Governing Body Student Support 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 have to 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 (as defined by the DfE) is deliberately hurtful, repeated behaviour - often over a period of time. It may be physical or emotional and includes racist, sexist and homophobic behaviour. This behaviour can also be communicated remotely, through text messages or via the internet.

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.

8. 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.