



Introduction

At Laude BSV our intention is to create positive learning environment with stimulating and challenging lessons for all students. For this to take place we have high expectations of behaviour from our students so that all students can achieve their academic and social potential. We believe positive behaviour management is the key to achieving this and we recognize that encouragement and praise will have the greatest impact on behaviour.

To recognize the positive impact of good behaviour and effort we will outline the rewards systems that we use at Laude BSV. Unfortunately students also make mistakes and their behaviour is not always positive. Consequently we will outline the sanction systems and key individuals that are in place with which we seek to create a positive change of attitude or behaviour.

As students have a responsibility to behave positively in lessons, staff equally have the responsibility to plan engaging and differentiated lessons that challenge all students regardless of their ability, to ensure that opportunities for students to become bored and hence misbehave are avoided. Staff also have the responsibility to treat all students equally and without any form of prejudicial discrimination based on race, gender, sexuality or disability. Any system of rewards or sanctions must be applied consistently and fairly if students are to derive any worth from it and for it to function effectively.

Classroom management is each teacher's responsibility. It is important that staff have high expectations and that classroom rules are clearly outlined to the students. Consistency of expectations, consequences and possible sanctions are the key to good management.

Expectations at Laude BSV

At Laude BSV we expect all students:

- to arrive on time to class with the correct equipment for each lesson and with a positive attitude.
- to take an active part in the class, raising their hands to answer or ask questions, to complete all class work set and ask for extension work when they finish it.

- to complete all homework to the best of their ability and hand it in on time so their teacher can give them feedback about their progress.
- to constantly assess academically at which level/grade they are currently working and to find out what they need to do to improve and reach their targets.
- to listen when teachers or other students are explaining something and to respect the views of others.
- to do what a member of staff asks them to do the first time they are asked without argument.
- to treat every other person in school with respect regardless of their abilities, beliefs, family background or position within the school.
- to develop learning skills and personal qualities across the curriculum, inside and outside the classroom.
- to play their part in making learning an enjoyable and challenging experience and thus aim to achieve their academic potential whilst allowing others to do the same.
- to see all other students in the school as part of their extended family and to look after and care for them. This is especially true for the older students and the way they can protect and nurture our younger students.
- to always tell the truth and never lie.
- to play fairly in sports, to never cheat and take the opportunity to make the activity an enjoyable experience for everyone regardless of their ability.
- to represent the school on school trips and recognize that poor behaviour will reflect badly on the individual and the school.

The Rewards System in the Secondary School at BSV

All people respond better to encouragement and support rather than negative feedback. Staff can use a number of different steps to give rewards to their students.

Many of these are obvious and as experienced professionals they will use these without thinking but it still bears mentioning them here.

Teacher Praise – the most obvious method of reward is to praise students regularly for correct answers or good comments in class discussions. The majority of students appreciate being told that they have done something well even if they don't actually realize it themselves. However, it should be remembered that for one reason or another not all students like to be the centre of attention or want their peers to think negatively of them. In these situations a quiet word with the student at the end of the lesson or when the other students are not looking can be far more effective than making the student the centre of attention in the whole class.

House Points – At BSV we use House Points to reward good classwork and homework and positive behaviour that is beyond what we would expect of students normally. In the front of their homework diary (the agenda) students have a number of pages with which to collect their House Points. Teachers can quickly sign and date these at the end of the lesson. It is the students' responsibility to remember to ask the teacher for their House Point once it has been awarded. House Points are tallied once a week by the form tutors and then they are collected at the end of each term to calculate the winning House. Those students whom have the most House points each month are given a euro to spend on the vending machine.

A Note Home in Homework Diary – A good way to reward students is to write a note in their agenda. This can be written in English or Spanish. Non-Spanish speaking staff can ask a colleague to help them if they want to write the note in Spanish so the student's parents can understand it.

The Key Stage Noticeboard – The Key Stage Coordinators use the notice boards to highlight examples of student achievement, good work and sporting excellence. Teachers can nominate a student if they feel they should be congratulated for their hard work by speaking to the Key Stage Coordinator.

The End of Term House Point Raffle

At the end of each term the top five House point scorers in each form will have their names put into a raffle. The winner of the raffle will receive a 50 Euro voucher to El Corte Inglés.

End of Term Winning House Non-Uniform Day – At the end of each term the members of the House with the most House Points so far will be allowed to come into school in non-uniform. Also included in this will be those students who have received the highest number of points in each Form (but are not in the winning House) and the members of the School Council.

End of Year Winning House Rewards Trip – At the end of the year the winning House will be taken on a rewards trip on the afternoon of the penultimate day of the year. They will be allowed to wear non-uniform for the entire day. Also included in this trip will be those students who have received the highest number of points in each Form (but are not in the winning House) and the members of the School Council.

End of Year Awards Ceremony – During the final assembly of the year each subject gives out subject awards to those students who have impressed us that year. Each subject gives out a certificate for the ‘Best Academic Achievement’ and for the ‘Most Improved Student’ in KS3 and KS4. Through this we wish to build our ethos of pride in our academic excellence and academic progress.

The Sanctions System at Laude BSV

Although the emphasis at Laude BSV is on positive reinforcement it is also important to have a range of sanctions to apply when the need arises. These sanctions must be applied consistently and fairly if they are to have the impact that we would hope. All staff are expected to understand and use the systems that we have in place. If systems are not working properly then they will be reviewed with the help of staff to create systems that work more effectively.

It is important to remember that students will make mistakes and show behaviour that, from time to time, do not facilitate good learning and violate the school ethos and/or rules. All sanctions should be constructive and are used to seek a positive outcome and/or change of attitude or behaviour. Under no circumstances should a student be ridiculed, undermined or humiliated either privately or in the presence of others. It is our duty to support, encourage and bring out the best in every individual. Sanctions, appropriately, consistently, fairly and professionally delivered, will form an important part in helping us to achieve this. Indeed, the UN convention on the Rights of the Child states that:

Article 3:

“All organisations concerned with children should work towards what is best for each child”

Article 28:

“Discipline in schools should respect children’s human dignity”

There are a number of different steps staff can take to ensure good behaviour in their classroom. As experienced professionals our staff will regularly use these without thinking but once again it is worth mentioning them here. It cannot be stressed

enough the importance of fairness when using sanctions. Students are acutely aware of being treated unfairly when compared to their classmates. If students see themselves as being treated as unfairly this can, at times, cause more problems than the original incident. Whole class detentions or other class consequences are not considered appropriate as these often punish the innocent as well as those responsible. Teachers must be aware, at all times, what is taking place in their classroom to ensure that pupil behaviour is managed effectively.

A Quiet Word – At times a quiet word with a student or a stare can let a student know that you are aware of what is going on and that you want them to stop. These techniques are also useful because they can defuse a potentially difficult situation without either party being seen as ‘losing face’.

Three Warnings – Many staff use a three warnings system but it is not compulsory. It is mentioned here because our students recognize this system and it may prove useful to new members of staff. Some staff put student names on the whiteboard so that the student knows they have received a warning and there will be a sanction if his or her behaviour does not improve. It is important that if a child receives his or her third warning that they receive a detention and that it is carried out. This system needs to be used carefully so that it does not get out of control with numerous student names on the board and thus the system begins to disrupt the lesson. Equally if a student is being disrespectful to a member of staff or refusing to do as asked, then clearly a warning is not sufficient and other steps need to be taken (see below).

Detentions – Detentions must be carried out at break or lunchtime. This is because of the way our students arrive at school and hence we cannot do after-school detentions. Detentions should be constructive and should entail students completing missing homework or writing an essay that gets students to reflect upon why they have a detention. Examples of these essays are available and the essay can be finished at home. Detentions are also a very good time to talk to students who have misbehaved in your class and to find out a little more about them and why they behaved as they did. Building good relationships with students is a key way of building mutual respect and thus encouraging good behaviour from the student in future.

Removal from Class - A student may be sent out of the classroom for a few moments to help defuse a situation or give them a chance to ‘cool off’. However, students should not be left on the corridor unattended for more than two minutes before the class teacher speaks to them and, if appropriate, asks them to rejoin the class. If a child’s behaviour is seriously disruptive and preventing the teacher from teaching their lesson, then a trustworthy student should be sent to get the Head of Department, a Key Stage Coordinator or the Head of Secondary or Sixth Form who will remove them from the class.

Removal from a lesson is a serious offence and it is the responsibility of the class teacher, with help from the Form Tutor and the Key Stage Coordinator, to ensure a suitable sanction is used. Under no circumstances should an incident of this nature be forgotten about and no sanction issued.

The Engage System We now use the Engage system to record any issues of poor behaviour, lack of homework, or low-level incidents. The system gives us the opportunity to record all the issues that are associated with a certain pupil and it is a powerful tool to use with parents of students so they can see all the incidents that their child is involved in. It is therefore important that we add any incidents to the Engage system so that the Key Stage Coordinators and the Head of Secondary can stay up-to-date with any issues that are happening in Secondary and Sixth Form and take action where necessary. Training will be given on how to use the Engage system for behaviour management.

Removal of Privileges - Sometimes a student may be having a number of problems around school and having a negative effect in a number of classes. Another sanction that we use is to prevent children taking part in activities if they don't 'deserve' to take part. For example, they may not be allowed to take part in sporting fixtures or not allowed to go on school trips. Only the Head of Secondary, with the agreement of the Director or Deputy Director, can decide if a student should be prevented in taking part in these activities. Under no circumstances can any other teacher threaten to use this sanction.

Parental Contact – Parental contact is an important part of our Pastoral system. Normally parents are extremely supportive and appreciative of what we do. However, when we contact parents it is very important that we do it carefully and sensitively to avoid misunderstandings. For this reason, if staff wish to email a parent it is important that they ask the Head of Secondary or Deputy Director so they can check the email and get it translated. Staff must not contact parents without first informing the Head of Secondary.

Student Report – If a student displays poor behaviour over a period of time then students can be put 'on report'. A report is given on a daily basis to the students who then take the report to each lesson and asks their teacher to complete it at the end of the lesson. Each report will have up to three targets for each lesson that the student needs to focus upon. Reports can be issued by Head of Departments, Form Tutors, KS Coordinators and the Head of Secondary. Parents will be asked to sign the report each evening and it is brought back to school the following day to be checked.

It is important that the student brings their report to be checked at the beginning of first break, lunchtime and at the end of school. If they do this, it is very easy for the person 'responsible' for the report to check it. If the student has had an unsatisfactory

start to the day, for example, it is easy to keep them at break time or lunchtime for a detention. This means any sanctions are done immediately and the student can straight away see the result of poor behavior or effort in lessons.

Internal Exclusions – For more serious incidents, which will be dealt with by the KS Coordinator or Head of Secondary, students can be excluded internally. Students will be removed from lessons and will be isolated from his or her peers during lessons and free time. If a student is internally isolated they will still need to do the work that the rest of the class is covering and staff will be asked to provide work on that day for the students. Parents will be informed of what has happened and will be invited into school for a tutorial.

External Exclusions – For very serious incidents, which will be dealt with by the Head of Secondary, the Deputy Director and the Director, students can be excluded externally. Students will have to stay at home for a set number of days but they will still need to be provided with the work that they have missed. Staff will be asked to provide work for these students whilst they are absent. The Director will inform the parents what has happened and invite them into school for a tutorial. The school reserves the right to permanently exclude students following more serious or continuously unresolved behaviours.

Contracts – Contracts are used in exceptional cases where a student is not responding to the usual sanctions. A contract is the last step before we consider permanent exclusion. It lists very clearly what the student must do and the sanctions that will be taken if it is broken. Contracts are only used as a final step when all other approaches are exhausted. They can only be issued by the Head of Secondary after discussion with the School Director or deputy Director.

Key individuals and the Pastoral Team

Our behaviour policy is based around key individuals and the Pastoral Team. The Pastoral system is now well established in the school and there is a stepped referral system for students exhibiting negative behaviour in class. If a student is causing problems, please use the following 'hierarchy':

1. Head of Department
2. Form Tutor
3. Key Stage Coordinator

4. Head of Secondary or Head
5. The School Deputy Director.
6. The School Director.

It is important that each person plays their part and that staff avoid missing out a step unless a serious incident has taken place that needs to be dealt with by a senior member of staff.

Classroom Teachers

Classroom teachers are expected to deal with all minor incidents of unacceptable behaviour in class. This may include students talking out of turn in class, failure to hand in homework, lack of work, failure to bring the correct equipment to class. If a student forgets their homework a good rule of thumb is to allow them to bring it in the next day in the first instance of the year but then to give them a detention for all other times they forget homework during the term or year.

Heads of Department

Heads of Department are responsible for the behaviour of students in their department and the classroom teacher should refer students to them for more serious disruption.

Form Teachers

Form teachers are expected to deal with the overall day-to-day monitoring of the behaviour of students in their form. On a weekly basis they should check their students' agendas for detentions and sign the agenda once the student's parent has signed it. Form teachers will give detentions if diaries are persistently not signed and if students' behaviour during form period is unacceptable. They also act as mentors and often simply 'a shoulder to cry on'. If a student is misbehaving in one subject then it is the Form teacher's responsibility to look for solutions and decide if their Key Stage Coordinator needs to be involved.

Key Stage Co-ordinators

There are three Key Stage Co-ordinators that are responsible for the behaviour and social development of all the pupils under their care. The Coordinator of Key Stage 3, Mr Mark Sheridan, is responsible for the students and Form Tutors in Years 7, 8 and 9. The Coordinator of Key Stage 4, Mr Emmet O'Callaghan, is responsible for the students

Form Tutors of Years 10 and 11. The Coordinator of Key Stage 5 (The Head of Sixth Form) is Ms Charlotte Prior Clarke and she is responsible for the students and Form Tutors of Year 12 and 13.

Head of Secondary

It is the responsibility of the Head of Secondary, Mr David Cross, to closely work with and oversee the work done by the Key Stage Coordinators of Key Stage 3, 4, and 5 to ensure the standards of behaviour meet the school's expectations and to monitor the students' social development.

The School Director and Deputy Director

It is the responsibility of the School Director, Mr Alan Taylor, and the Deputy Director, Ms Rhian Cross, to oversee the work of the Pastoral team and ensure that the behaviour in the school meets the school's expectations. If a serious incident takes place then the School Director or Deputy Director will become involved. After consultation with the Head of Secondary, it is the School Director's responsibility to contact parents and decide upon appropriate sanctions.

In reality we are a small school and the Pastoral Team works closely together often on an informal basis to ensure that information is shared and no student slips through the net. We discuss and share ideas and look for ways in which we can find solutions to problems. We also work closely with parents and keep them fully informed at all times.

*Reviewed by Dave Cross July 2017